DOCUMENT RESUME

ED 380 721 CG 026 101

AUTHOR	Turk, Blossom M.; Jacobs, Marjorie L.
TITLE	Moving Out into the World: Student Values, Choices, and Relationships.
REPORT NO	ISBN-0-8039-6184-7
PUB DATE	95
NOTE	168p.
AVAILABLE FROM	Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 ($25).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Books (010)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Dating (Social); Friendship; *Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; Secondary Education; *Self Expression; *Sex Education; Sexuality; *Student Attitudes; Young Adults

ABSTRACT

This book provides adolescents the information and skills they need to deal with dating and their awakening sexuality. It offers students in middle school, high school, and college an opportunity to examine and discuss their own feelings, attitudes, and behaviors as they relate to relationships. To allow facilitators in family life education courses maximum control of course content, teacher guides for each lesson include a rationale, suggested objectives, activities, and assessment strategies. When appropriate, data are provided to assist in developing minilectures. Worksheet and assessment activities have also been designed to meet the diverse learning styles of students. Each reproducible student worksheet is written to stand alone to allow teachers the option to select those worksheets that are compatible with their teaching objectives and community values. The book is divided into five parts. In part one, students explore their values, standards, and attitudes. Communication skills needed to resolve parent/adolescent conflicts are addressed in part two, while part three focuses on the dating decisions that confront all teenagers. Part four includes information and worksheet exercises that address significant issues surrounding dating and sexual issues. Part five discusses sexual exploitations. Contains 51 references. (RJM)

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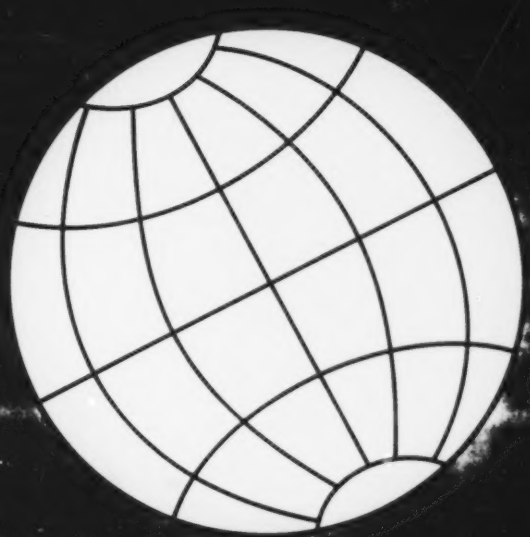

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Moving Out Into the World

Moving Out Into the World

Student Values, Choices, and Relationships

Blossom M. Turk
Marjorie L. Jacobs

CORWIN PRESS, INC.
A Sage Publications Company
Thousand Oaks, California

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For information address:

Corwin Press, Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications Ltd.
6 Bonhill Street
London EC2A 4PU
United Kingdom

SAGE Publications India Pvt. Ltd.
M-32 Market
Greater Kailash I
New Delhi 110 048 India

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Turk, Blossom M.
Moving out into the world: student values, choices, and relationships/authors, Blossom M. Turk, Marjorie L. Jacobs.
p. cm.
Includes bibliographical references.
ISBN 0-8039-6184-7 (pb: alk. paper)
1. Interpersonal relations in adolescence. 2. Decision-making in adolescence. 3. Youth—Conduct of life. I. Jacobs, Marjorie L., 1951- . I. Title.
BF724.3.I58T87 1995
155.5'18—dc20 94-40496

This book is printed on acid-free paper.

95 96 97 98 99 10 9 8 7 6 5 4 3 2 1

Corwin Press Production Editor: Gillian Dickens

CONTENTS

Preface	vii
Acknowledgments	ix
About the Authors	xi
Part I: How Your Values and Attitudes Affect Your Friendships	**1**
1. Exploring Who You Are	3
2. Sexual Values: What Are They? What Shapes Them?	14
3. Who Are Your Heroes? Heroines?	21
4. Making Choices: Values and Peer Pressure	27
Part II: Friendship Issues and Parents	**43**
5. You and Your Parents: Recognizing Conflict	45
6. Resolving Conflicts With Parents/Guardians	54
Part III: Dating Decisions	**73**
7. Choosing a Dating Partner	75
8. What's a Date?	86
Part IV: Dating and Sexual Issues	**93**
9. Teen Sexual Behavior	95

Part V: Sexual Exploitation 119
10. Acquaintance/Date Rape: What Every Adolescent Needs to Know 121
11. Sexual Harassment 137
References 154

PREFACE

The family, the neighborhood, and the schoolhouse are the first environments in which young people learn how to interact with others. As children move into puberty and adolescence, two important changes occur in their world of relationships: Peer friendships become more important to them and physical attraction becomes a major motivator in increasing their awareness of, interest in, and curiosity about relationships.

Not knowing how to cope with these new feelings, new situations, and new problems, today's teens look to their peers and to their pop culture for models. Unfortunately, TV, film, video, and music alike encourage them to regard all relationships as purely sexual ones.

Moving Out Into the World is designed to provide adolescents the information and skills they need to deal with dating issues and their awakening sexuality in honest, thoughtful, and healthy ways. The book offers adolescents of middle school, high school, and college age an opportunity to examine and discuss their own feelings, attitudes, and behaviors as they relate to relationships.

Educators, counselors, social workers, and adolescent group leaders will find *Moving Out Into the World* a valuable resource in offering adolescents and young adults a learning experience that extends beyond the usual scope and sequence of family life education.

To allow facilitators maximum control of course content, teacher guides for each lesson include a rationale, suggested objectives, activities, and assessment strategies. When appropriate, data are provided to assist in developing minilectures. Worksheet and assessment activities have been designed to meet the diverse learning styles of students. Each reproducible student worksheet is written to stand alone to allow teachers the option to select those worksheets that are compatible with their teaching

objectives and community values. In addition, facilitators are encouraged to modify the worksheet to meet the special needs of their student population.

The format of the book reflects the authors' conviction that successful and healthy interpersonal relationships must begin with self-awareness. In Part I, students are guided to an exploration of their values, standards, and attitudes. The curriculum worksheets lead them to a clearer understanding of who they are and why they are attracted to particular peers.

The communication skills needed to resolve parent/adolescent conflicts are addressed in Part II. Because discord is so frequent between parents and teens, students are encouraged to understand parental points of view and how adult attitudes and values may complement or contradict their own standards.

Part III focuses on the dating decisions that confront all teenagers as they move out into their evolving social world. Choosing a friend or date and deciding where to go, what to do, and how to behave are issues that adolescents face almost daily. Selecting dating partners, intercultural dating, and sexual orientation are among the sensitive issues covered in Part III.

The possible life-changing circumstances that surround dating and sexual issues form the basis for the information and worksheet exercises in Part IV. Communicating with partners about sex, the problems encountered by teen parents, and the danger of sexually transmitted diseases make up the topics for the lessons in this section.

In an effort to create balance and meet the diverse needs of students, both abstinence as a sexual choice for teens and the issues surrounding "safe sex" are discussed.

Sexual exploitation is the focal point in Part V. The assumption that knowledge and awareness are necessary for behavior change underlies the lesson objectives. Understanding dating violence, knowing and being able to implement date rape prevention strategies, and recognizing sexual harassment while it is happening form the core of the exercises in this section.

As students journey through the lessons and exercises in *Moving Out Into the World*, it is our hope and expectation that they will progress from awareness to understanding to action in solving problems and making wise decisions about their peer relationships.

Blossom M. Turk
Marjorie L. Jacobs
Boise, Idaho

ACKNOWLEDGMENTS

We would like to express our heartfelt thanks

To our editor at Corwin Press, Alice Foster, for believing in the viability of the concept for this book
To Tom Cavaiani, for sharing his technical expertise and thereby reducing the pain of becoming computer literate
To our favorite librarian, Mary Jane Hill, for her help with the research
To Jack Smith for his legal advice and moral support
To our families and friends for their love and encouragement

ABOUT THE AUTHORS

Blossom M. Turk, LPC, Ed.D., has been a classroom teacher, curriculum specialist, counselor, and administrator in the public schools in California and Idaho. After graduating cum laude from the City University of New York, she earned a master's degree in history from San Francisco State University, completed her work for a counselor's certificate at Albertsons College of Idaho, and earned a doctorate in educational administration at the University of Idaho. Licensed as a professional counselor, through dynamic presentations she has earned a reputation as an outstanding consultant and trainer in both public and private sectors.

Coauthor of *Building a Positive Self-Concept: 113 Activities for Adolescents,* she also authored *Living With Teens and Enjoying Them Too!* For 8 years her weekly column in *The Idaho Statesman* offered advice and commentary about issues facing today's teens and their parents.

As the principal of an 1,800-student high school in Boise, Idaho, she takes pride in the outstanding achievement of her students in academics, the arts, and activities. Reading, writing, swimming, and spending time with her family are among her favorite "stress-busters."

Marjorie Jacobs graduated from the University of Wisconsin in Madison with a bachelor's and a master's degree in social work. She has been a school social worker in Boise, Idaho for 18 years.

Licensed in the state of Idaho as a certified, school, and private and independent practice social worker, she is an experienced and skilled group leader. She has conducted sex education, parenting, and assertiveness training groups for teens and adults. In her role as school social worker, she counsels adolescents and their families. She also facilitates student self-concept, anger management, and substance abuse groups.

An avid international traveler and outdoor enthusiast, she is involved in scuba diving and teaching others to enjoy the deep blue yonder.

The coauthor of *Building a Positive Self-Concept: 113 Activities for Adolescents,* her concern for the emotional and social well-being of young people is again reflected in this new book.

This book is dedicated to all the young people we have had the privilege of working with whose journey into the world of peer relationships provided the inspiration for this project.

A special dedication for Zachary Mason Schlanger, who at 3 years of age understands the importance of "gotiating."

PART I

HOW YOUR VALUES AND ATTITUDES AFFECT YOUR FRIENDSHIPS

That too many young people today are making unwise choices about their relationships, sexuality, use of drugs and alcohol, education, and affiliation with violent gangs has been substantiated by current research. Reported increases in teen pregnancies, sexually transmitted diseases, drug and alcohol related deaths, suicides, school dropout rates, and adolescent homicides offer alarming proof of the negative influences bearing down on our youth (Simons, Finlay, & Yang, 1991).

As a result of the dramatic changes in lifestyles and family life during the past three decades, children and adolescents today are being raised without networks of parents, grandparents, aunts, and uncles to support and guide them on their way to adulthood (Glenn, 1987). Stephen Glenn (1987) suggests, "Now, the process of helping children mature in self-discipline, judgment and responsibility takes more awareness, understanding and care than ever before, yet there are fewer adults to help" (p. 11).

From 1970 to 1989, the number of adolescents (ages 10 to 17) living with only one parent increased from 13.2% to 24.8% (Simons et al., 1991). As family structure has moved from extended to nuclear to single parenting, children and adolescents are less likely to enjoy the company, supervision, or guidance they need to develop a sound moral system.

Sadly, in many homes, television has replaced family members as role models. Television ownership is now nearly universal and recent surveys indicate that adolescents watch from 5 ½ to 8 hours of TV every weekday. U.S. teens, by the time they graduate from high school, have spent 15,000 hours in front of a television set (*State of America's Children*, 1992).

Add to this the hours spent watching and listening to sexually suggestive, antiauthority, violence-oriented music and videos, and we can better understand why births to unmarried adolescent women have increased more than 52% since 1950 and death by homicide among teens and young adults has almost tripled in the past 20 years (Simons et al., 1991).

Without family values to set their direction, today's teens are more dependent than ever on peer influence. A study of teen women in a parochial school in New York City showed that adolescent girls are influenced by their peers when they decide to become sexually active. However, the research revealed that peer pressure is so pervasive that even when adolescents have internalized peer opinions they do not see themselves as being peer influenced (Duncan-Ricks, 1992).

From these data, we can infer that today's adolescents need to gain an awareness of how their sense of self and sources of identity and values come together to determine the choices they make. The 11 interactive exercises in the chapters that follow are designed to accomplish that goal.

1

EXPLORING WHO YOU ARE

Lesson 1: Who Are You?

Teacher's Guide

Rationale: Knowledge about one's own values, attitudes, and standards is essential for understanding why one is attracted to a particular group of peers. Increased self-awareness gives students a foundation for building successful and healthy personal relationships.

Objective: To lead students in creating a self-portrait using symbols that help them appreciate who they are.

Activities:

1. Direct the students to complete the individual activity described on Worksheet 1.
2. Allow time for each student to share his or her "self-portrait" with the entire class.
3. Encourage the class to ask questions and offer positive feedback.

Worksheet 1: Who Are You?

Imagine standing in front of a mirror. Instead of seeing your reflection as you know it, you see many symbols that represent who you are and what you like to do staring back at you. Take a good look at that image and fill in the picture frame below with those symbols that you see describing:

A. Your family
B. Your favorite activity
C. Your friends
D. Your hobbies
E. Your favorite books, movies, TV shows, and songs
F. Your favorite foods
G. Your favorite sports

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Lesson 2: Liking Who You Are and Therefore Respecting Yourself

Teacher's Guide

Rationale: The use of symbols in Lesson 1 to stimulate student self-awareness provided a visual response to the question, "Who are you?" Further activities can assist students in the verbal articulation of their self-knowledge.

Objective: To add words that describe themselves to the students' self-portraits.

Activities:

1. Allow 5 minutes for the students to complete Questions 1 and 2 on Worksheet 2.
2. After students have transferred their "words" to their self-portraits, allow time for them to post their portraits around the room. Encourage students to wander around the room to observe their classmates' views of themselves.
3. Assign the students to small groups. Direct each student to go around the circle and make a positive comment about each student, such as, "Mary, the thing I like about you is your sense of humor."
4. Ask the students to make lists of all the positive comments made to them.
5. Ask the students to add their lists to the self-portraits posted on the wall.
6. Complete Question 4 as a discussion exercise or as a written assignment.

Worksheet 2: Liking Who You Are and Therefore Respecting Yourself

1. Listed below are some questions about how others see you. Take a few minutes to answer each question.

   A. What two words would your *best friend* use to describe you?

   _____

   _____

   B. How would your *favorite teacher* describe you?

   _____

   _____

   C. How would your *favorite family member* describe you?

   _____

   _____

   D. What are two words you would use to describe yourself when you are feeling good about yourself?

   _____

   _____

2. Transfer the words that you have written above to your self-portrait.

3. Take a good look at all the words you have added to your self-portrait. Circle those that describe positive feelings about you.

4. Write about the following question: *How does having positive feelings about yourself contribute to respecting yourself and others?*

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Lesson 3: Exploring Feminine and Masculine Roles in Our Society

Teacher's Guide

Rationale: The search for gender identity is a vital issue to an adolescent.

Objective: To offer students an opportunity to explore feminine and masculine roles in our society, and how these roles are stereotyped.

Activities: Brainstorm what it means to be a man or woman in this society:

1. Before the brainstorming session, take a few minutes to elicit from the students definitions for the concept of role, such as place, position, function, part, duty.
2. Using Worksheet 3, divide the students into groups of three to four to brainstorm roles traditionally assigned to females and males in our society. Allow 5 to 10 minutes for the brainstorming session.
3. Ask the class to share and discuss the ideas generated in their small groups. Post their suggestions on a large piece of paper or the blackboard.
4. Develop a class list that can be used as a reference.

Worksheet 3: Exploring Feminine and Masculine Roles in Our Society

1. Think of as many roles as you can that men and women fill in your family and in your community.

WOMEN'S ROLES	MEN'S ROLES

2. As you look at the roles you listed above, do you see any roles that could be placed under both the women's and men's columns? If so, write them on both sides.

3. Which, if any, of the roles listed above would you not be comfortable fulfilling? Why?

_____

_____

4. Take one of the roles above that is listed only in the men's or women's column. Brainstorm five reasons why it should be listed in the other column also.

5. Look up the word *stereotype* in the dictionary. How does the concept of stereotyping apply to what you have written on this page? Do you stereotype men and women?

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Lesson 4: How Do You Feel About Femaleness? Maleness?

Teacher's Guide

Rationale: Because healthy dating relationships are dependent on positive gender views, it is important for students to understand how cultural and familial attitudes toward gender traits shape their ideas about maleness and femaleness.

Objective: To assist students to personalize and deepen their understanding of the traits that we attribute to maleness and femaleness in our culture by selecting personality traits that in the students' value system reflect their ideas about femaleness and maleness.

Activities:

1. Use the checklist on Worksheet 4 to have students identify traits that they attribute to men and women.
2. After they have completed the checklist, arrange them in small groups to share, discuss, and debate their choices. Ask them as a group to come to a consensus about how these attitudes are reflected in dating relationships.
3. In same-sex groups, allow 10 minutes to discuss how these views of men and women influence their dating relationships.
4. In mixed-sex groups, allow 10 minutes to share and discuss results of Worksheet 4.
5. Ask the mixed-sex groups to report their conclusions to the class. Questions to consider for discussion or in a writing assignment:
   A. How do our attitudes about maleness and femaleness influence or affect our dating relationships?
   B. Can dating relationships be successful if either partner holds negative views of the opposite gender?
   C. What would you have to experience or observe to know if a dating relationship is healthy or successful?
   D. Is it possible to change negative gender attitudes?

Worksheet 4: How Do You Feel About Femaleness? Maleness?

1. *Listed below are four columns of personality traits that can be used to describe people.* Circle those that in your opinion describe female characteristics and underline those that in your opinion describe male characteristics.

feminine	serious	attractive	depressed
charming	aggressive	flirtatious	nonassertive
honest	macho	trustworthy	promiscuous
responsible	naive	smart	shy
dependable	moody	motivated	weak
ambitious	sickly	slim	unimaginative
fun	nonathletic	playful	boring
athletic	overweight	creative	lazy
healthy	unmotivated	strong	undependable
good natured	dumb	extroverted	irresponsible
worldly	unreliable	high standards	masculine
submissive	unattractive	assertive	nasty
happy	introverted	dishonest	passive

2. Look at the words that you circled above. Place a plus (+) next to the words that you consider to be positive traits, and a minus (–) next to those that you consider to be negative traits.

3. Count your pluses and minuses for the traits and write the totals on the appropriate lines.

FEMALE TRAITS	_____	_____
	+	–
MALE TRAITS	_____	_____
	+	–

4. A. Do you prefer female or male traits?

_____

B. Were your choices influenced by the fact that you are either a female or a male?

_____

C. How do your attitudes about female and male traits influence your friendships?

_____

_____

D. How do your attitudes about female and male traits influence your dating relationships?

_____

_____

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2

SEXUAL VALUES

What Are They? What Shapes Them?

Lesson 5: The Family's Role in Shaping Sexual Values

Teacher's Guide

Rationale: That families, schools, and society in general are failing to address the issues surrounding adolescent sexuality is made disturbingly apparent by the stunning increases in teen sexual activity and adolescent pregnancy rates. It is clear that students today need help in thinking about their family's role in shaping their personal sexual values as well as encouragement to communicate with their parents about sex.

Objective: To explore the relationship between parental and adolescent values about sexual behavior.

Activities:

1. After reading the teens' stories in Worksheet 5, divide students into small groups to discuss the questions related to the students' statements.

2. Encourage a full class discussion.
3. Ask the students to brainstorm questions that they want to ask their parents about dating and premarital sex.
4. In the same small groups, have the students role-play a discussion about parental and adolescent values using the questions that they generated.
5. Have the students work together to plan their private conversations with their parents.

Worksheet 5: The Family's Role in Shaping Sexual Values

Read the following stories about actual teens who shared their personal experiences:

Jane was just one of more than one million girls in the United States to become pregnant last year. She had just turned 17 and still in high school when she found out she was pregnant. The father of her baby graduated from high school in June and is away at college. He has chosen not to see his child. Jane is the eldest child in her natural family. Her parents are 34 and 35. Her mother was 16 when Jane was born. Her mother was pregnant before marriage. Jane was 15 when she became sexually active . . . just about the same age her mother was.

Ann is a high school junior who is also an outstanding athlete. She believes in total sexual abstinence before marriage. The values that led to that decision, Ann said, came from her home and her church. "People respect me for my choices," said Ann. "I don't get invited to parties where people drink or use drugs, but I do get invited to other functions." Ann thinks it is stupid to do things you don't really want to do just to be accepted.

Roger is 17 and is a senior this year. His mother is 32 years old. Roger has never known who his father was. Roger thinks it is ridiculous for parents to try to prevent something that everyone is doing. Roger's mother has had more boyfriends than Roger can remember. "Men," he said, "have been coming in and out of my house forever." Roger believes that 95% of all the teens he knows are sexually active. "Kids do what their parents do, not what they tell them to do," Roger claims. "That is," he said, "sleep around."

Victor said, "All my life my parents have raised me with the values and principles in which they believe. All my decisions and all my opinions are formed from this base. I believe premarital sex is wrong. Why? Because I don't think that sex is meant to be shared with more than one person. I believe it is something special that should be saved for marriage. If a couple isn't committed enough to get married, I don't think they should have sex."

1. How have the values and behaviors of their parents influenced the attitudes of these teens about premarital sex?

2. How have the values and behaviors of your parents influenced your attitudes about premarital sex?

3. Who else has influenced your decisions about sexual relationships before marriage?

4. When was the last time you talked to your parents about sex?

5. Can you think of three or four questions you would like to ask your parents about dating and premarital sex?

6. Consider the following suggestions when planning on having a conversation with your mom or dad about sex:
   - Remember that parents are often embarrassed and feel awkward about open and honest discussions about sex.
   - Help the conversation by having specific questions ready.
   - Choose a comfortable place and time to talk (invite your parent out for a walk or soda, take advantage of some alone time in the car, or offer to help with a household chore that would put you in close contact with your parent).
   - Initiate the conversation and let your parent know that this feels a little bit awkward for you, too.
   - Remember that you and your parents may not agree on every issue. Do not dismiss your parents' values just because they are different from yours. Consider the pros and cons of what they are saying.

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Lesson 6: The Media and Society's Role in Shaping Sexual Values

Teacher's Guide

Rationale: Recent research clearly establishes the correlation between what children see and hear in the media and how they behave. The formulating of personal statements about the role that the media and society play in shaping their sexual values affords students an opportunity to increase their awareness of the relationship between what they see and hear and the sexual choices they make.

Objective: To enable students to understand how the media affects our society's sexual values.

Activities:

1. Invite students to bring to class examples of popular culture (music, taped TV commercials, a segment of a show, magazines, films, newspapers, etc.) that they believe reflect or are an attempt to shape sexual values in our society.
2. Share and discuss the students' offerings.
3. Relate their examples to the letter to the editor from Jane Q. Public on Worksheet 6.
4. Ask students individually or in small groups to write a response to the letter.
5. Ask students to complete the second question on Worksheet 6.
6. Allow time for the class to share programming ideas.
7. Research and share with the class data that support the connection between pop culture and adolescent sexual values.

Worksheet 6: The Media and Society's Role in Shaping Sexual Values

Imagine that the following letter to the editor appeared in your local newspaper.

Dear Editor:

Our popular culture no longer reflects or respects the values and standards of most U.S. families. By way of example, consider the messages offered to U.S. teens in film, television, in music, and in magazines about love, marriage, and sex.

Parents and other adults who are trying to convince adolescents to delay sexual activity until after marriage are being sabotaged by a popular culture that is far too powerful. Teens are receiving double messages from a society that encourages and at the same time condemns pre- and extramarital sex.

Sincerely,
Jane Q. Public

1. Respond to the ideas in the letter to the editor. In your response, be sure to discuss how in your opinion the media and society play a role in shaping adolescent sexual values.

2. Pretend that you are in charge of a major TV station. What changes, if any, would you make in programming to help shape sexual values in your community?

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3

WHO ARE YOUR HEROES? HEROINES?

Lesson 7: Has Anyone Seen a Hero or Heroine Lately?

Teacher's Guide

Rationale: Among the explanations for the increases in teen sexual activity, adolescent pregnancy, abortion, and high teen birthrates is the lack of positive heroes/heroines for U.S. youth today. Current teen idols are too often those who preach and model drug use, sexual promiscuity, and a free-floating hostility toward our society's values.

Objective: To provide an opportunity for students to explore the concepts of hero/heroine and develop a standard for measuring the attributes of their heroes/heroines against the traditions and values of our culture.

Activities:

1. Ask students to bring to class items that represent their favorite hero or heroine. Have students brainstorm the types of items they could bring (books, poems, photographs, tapes, posters, etc.).

2. Divide class into small groups of four to five, and direct them to complete Worksheet 7. Remind students to select a group spokesperson.
3. As the students report their findings, develop a class composite by listing the information they share on a large sheet of paper or on an overhead transparency that can be saved for future reference.
4. Use the information generated from the worksheet to facilitate a class discussion and/or a written assignment, such as journal writing.

Worksheet 7: Has Anyone Seen a Hero or Heroine Lately?

1. Think about a favorite character in a book. Would you call that person your favorite hero or heroine? Why or why not? What is a hero/heroine? How would you explain the concept of hero/heroine to someone from outer space?

_____

_____

_____

2. Complete the chart below by brainstorming the names of three or four people that you would select as a hero or heroine.

HEROES OR HEROINES	TYPE OF CAREER	ACHIEVEMENTS	REASON FOR CHOICE

3. Do you see any patterns in the choices that you made above? Consider the following questions:

   A. How many are women? How many are men?

   _____

   B. Is there any particular profession that is dominant?

   _____

C. Who benefited from the hero's/heroine's achievements?

D. Use the space provided to react to the following question: Do today's teenagers have appropriate heroes or heroines?

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Lesson 8: How Are You Influenced by Your Heroes? Heroines?

Teacher's Guide

Rationale: To guard against being negatively influenced by contemporary pop culture heroes and heroines, adolescents need to know how the people they regard as heroes/heroines influence their own values and behavior choices.

Objective: To help students explore ways in which adolescents are influenced by heroes and heroines.

Activities:

1. Review the chart developed by the students on Worksheet 7.
2. Ask the students to brainstorm ways in which their attitudes and values are influenced by the people they have identified as being their heroes and heroines. Use the categories listed on Worksheet 8 to focus their attention.
3. Ask the students to select one of the areas listed and to adopt a positive or negative position. Discuss with the students a "position project" that communicates their point of view. Give them the choice of working alone, with a partner, or in small groups. Encourage the students to be creative in their approach to the project. Refer to the suggested project ideas listed on Worksheet 8.
4. Monitor and guide student projects to completion.
5. Provide an opportunity for students to celebrate their projects with the class or other classes in the school.

Worksheet 8: How Are You Influenced by Your Heroes? Heroines?

1. Use the chart that you developed on Worksheet 7 to think about ways in which adolescents' attitudes and values are influenced by their heroes or heroines in the following areas:
   - Marriage, family, and divorce
   - Education, school, and learning
   - Religion, faith, and clergy
   - Authority, government, and law
   - Environment, science, and business
   - Women, men, and children
   - Sexuality, teenage pregnancy, and abortion
   - Alcohol, drugs, and tobacco
   - Honesty, loyalty, and responsibility
2. Select one of the areas listed above. Decide in what ways the heroes and heroines listed on your chart provide either a negative or positive influence.

_____

_____

_____

_____

_____

3. Design a position project to communicate your points of view. Some ideas for your project are:
   - Prepare a debate
   - Write a speech
   - Develop a newsletter
   - Write a short story, poem, or play
   - Create a poster or other art object
   - Write a song
4. Celebrate your point of view by sharing your project with a friend, a family member, or a classmate.

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4

MAKING CHOICES

Values and Peer Pressure

Lesson 9: Getting to Know Your Value System

Teacher's Guide

Rationale: By exploring the concept of values, students can come to understand the relationship between the beliefs that guide their own personal choices and the people with whom they choose to associate.

Objective: To help students become aware of their own value system.

Activities:

1. Ask students to take one minute and jot down everything they think they know about "values."
2. Review the ideas they brainstorm and ask them to circle any words that they think capture the meaning of the concept "values." Allow time for them to share their ideas with classmates in small groups. Ask the students to consider the following questions:

   A. How are the ideas about "values" expressed in your group similar to yours?
   B. How are the ideas about "values" expressed in your group different from yours?
3. Ask each group to develop a definition for the concept "values." Allow time for each group to share its definitions with the class.
4. Share with the class that sociologists often define "values" as a set of beliefs that guide our choices. Refer students to examples of values listed on Worksheet 9.
5. Monitor a class discussion based on the hypothetical situations described on the worksheet.
6. Allow time for students to respond to the last question on the worksheet.
7. Provide time for students to share their responses either in a small group or class setting.

Worksheet 9: Getting to Know Your Value System

1. How would you define the word "values"? Take one minute and jot down everything you think you know about "values."

   Values are _____

   Values are _____

   Values are _____

2. As you look back at the ideas you brainstormed above, circle any words that you think capture the meaning of the concept "values." Discuss your ideas with a friend, a family member, or a classmate. How are their ideas about "values" like yours? Different from yours?

   _____

   _____

   _____

3. After you have had some time to think about your values, develop a definition for the concept "values."

   _____

   _____

   _____

   _____

4. Sociologists define "values" as a set of beliefs that guide our choices. Some examples of "values" are:

respect for self and others	respect for the environment
honesty	justice
trustworthiness	love
fairness	empathy (caring about others)

Consider the following situations and decide what values are being expressed:

A. You walk into the school rest room and find a wallet. You look inside for identification and find a $20 bill. What would you do?
   (1) Would you take the wallet to the school office?
   (2) Would you remove the $20 and leave the wallet in the restroom?

B. You walk by the bike rack at school and see a new mountain bike with an open lock.
   (1) Would you close the lock?
   (2) Would you ride the bike home?

C. You are in your math class taking a final exam. Question 5 deals with a concept that you find very difficult. You're not sure how to solve the problem.
   (1) Would you try to answer the question as best that you could?
   (2) Would you try to get the answer from the person next to you?

D. It is Friday night and you are with your friends. You are walking by an office building in your neighborhood. One of your friends suggests getting a can of spray paint to decorate the building.
   (1) Would you help them spray-paint the building?
   (2) Would you tell your friends "that's not smart" and go home?

E. You have been dating for 3 months. Your partner is beginning to pressure you to have sexual intercourse.
   (1) Would you tell the person that if he/she really cared about you, he/she would not pressure you?
   (2) Would you decide to have sexual intercourse?
   (3) Would you have a discussion about sexually transmitted diseases, AIDS, and birth control?

F. You go to a party with some friends. There is alcohol and your friends pressure you to drink with them.
   (1) Would you decide to drink?
   (2) Would you tell them no and have a soft drink?
   (3) Would you leave the party?

5. Can you think of a situation in your recent past in which you had to make a difficult choice involving a values issue? Briefly describe the situation and the values that were at stake.

_____

_____

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Lesson 10: What Is Peer Pressure and How Does It Affect You?

Teacher's Guide

Rationale: By the time a child reaches adolescence, the peer group has become the most important influence in the child's life. The need to belong shapes that affiliation. Consequently, it is most important for teens to understand what peer pressure is and how it affects their choices and behaviors.

Objective: To help students define peer pressure and analyze the influence it has on the choices they make.

Activities:

1. Write the term peer pressure on the board. Ask students to take one minute to jot down everything they think they know about peer pressure.
2. Ask students to share their list with another student and combine the two lists into one.
3. Ask each pair of students to join with another pair. Direct the students to work together in small groups using Items 1 and 2 on Worksheet 10 to identify personal experiences involving both positive and negative peer pressure.
4. Facilitate a discussion about the differences between negative and positive peer pressure, and direct the students to complete Items 3 and 4 on the worksheet.
5. As a closure activity, have students individually or in groups create posters dealing with peer pressure, what it is, and how it influences teen behavior.

Worksheet 10: What Is Peer Pressure and How Does It Affect You?

1. Think about a time in your recent past when one of your friends encouraged you to "hang in there" or do your very best in a difficult situation. What were the circumstances? How did your friends support and encourage you?

_____

_____

_____

2. Now think about another time in your recent past when your friends tried to persuade you to do something dangerous or in violation of laws or community or school rules. Use the space below to briefly describe the circumstances.

_____

_____

_____

3. When you are urged by friends to behave in a certain way, that is called *peer pressure.* The first situation described above is called *positive peer pressure.* The second situation described above is called *negative peer pressure.* Use the headings provided below to list two or three examples from your personal experience of positive and negative peer pressure:

POSITIVE PEER PRESSURE	NEGATIVE PEER PRESSURE

4. Why is it important for teens to learn about peer pressure?

_____

_____

_____

_____

5. Using pictures from magazines and newspapers or some of your own drawings, create a poster that tells a story about peer pressure.

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Lesson 11: Peer Pressure and Self-Confidence

Teacher's Guide

Rationale: Research shows that there is a direct relationship between a child's sense of self and self-confidence, and his or her ability to resist negative peer pressure.

Objective: To help students become aware of the relationship between peer pressure and self-confidence, evaluate their own level of self-confidence, and create an individual plan for coping with peer pressure.

Activities:

1. Use the following statement to facilitate a class discussion about the relationship between self-confidence and peer pressure: People cope more effectively with negative peer pressure when they feel better about themselves.
2. Introduce the Self-Confidence Survey in Worksheet 11. Explain the directions to the class. Discuss the results of the scoring.
3. Read and discuss with the class the Plan for Coping With Peer Pressure in Worksheet 11. Encourage students to share personal stories and to exchange ideas with each other.
4. Ask students to use personal stories or the suggested ideas on Worksheet 11 to create role plays.

Worksheet 11: Peer Pressure and Self-Confidence

1. Would you agree or disagree with the following statement? Why or why not? Share your opinions with a friend, classmate, or family member. *People cope more effectively with negative peer pressure when they feel better about themselves.*

2. How do you feel about yourself? Please complete the following survey to evaluate your level of self-confidence.

Self-Confidence Survey

Read each statement carefully. Answer each question as honestly as you can by circling Yes, No, or Maybe.

A. Do you usually feel good about the way you look?	Yes	No	Maybe
B. Do you feel good about your effort as a student?	Yes	No	Maybe
C. Do you make new friends easily?	Yes	No	Maybe
D. Do you enjoy spending time by yourself?	Yes	No	Maybe
E. Do you consider yourself talented in any special area?	Yes	No	Maybe
F. Are you comfortable when people compliment you?	Yes	No	Maybe
G. Do you enjoy setting and achieving goals?	Yes	No	Maybe
H. Do you take pride in your values?	Yes	No	Maybe
I. Can you empathize with others who have problems?	Yes	No	Maybe
J. Do you take pride in your accomplishments?	Yes	No	Maybe

Scoring: Assign 2 points for every Yes you have circled, 1 point for every Maybe, and 0 points for every No. Add up your total score. If your score totals 0-7 points, your self-confidence needs a boost. Talk with a teacher, a school counselor, or another trusted adult and ask for some suggestions on how to feel better about yourself. Be aware that you could be a victim of negative peer pressure.

If your score totals 8-12 points, your self-confidence moves up and down. Try focusing more on your positive traits and accomplishments. You need to be aware that on a bad day you could be influenced by negative peer pressure.

If your score totals 13-20 points, your self-confidence level is high. Handling negative peer pressure is easier for you. Use your sense of self to help others resist peer pressure.

3. Read, think about, and discuss with a friend, a family member, or a classmate the following Plan for Coping With Peer Pressure.

Plan for Coping With Peer Pressure

A. Analyze the situation.
   - Where are you?
   - Who is there?
   - How are people acting?
   - How do you feel about what is going on?
   - Do you sense that you may be pressured to do something you don't want to do?

B. What are the possible consequences of the situation?
   - Is what I am being asked to do unhealthy or dangerous?
   - Will being involved in this situation help me or hurt me?
   - What do I need to do or say to avoid a bad choice?
   - Would I want the people I respect and admire most in the world to see me in this situation?

C. Make a decision based on your best self-interest.
   - Am I willing to face the consequences of my decision?
   - How will my decision affect my self-confidence?
   - How will my decision affect others?

D. Assertive responses to peer pressure:
   - A firm, direct, and simple "no" statement
   - Walk away from the situation
   - Offer a good reason for avoiding the situation
   - Use humor to break the tension

4. Use the Plan for Coping With Peer Pressure to create role-play scenarios for the following situations:
   - Stealing or shoplifting
   - Skipping school
   - Using alcohol, tobacco, or other drugs
   - Having sex
   - Cheating in school

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Lesson 12: How Values and Peer Pressure Influence Your Choices

Teacher's Guide

Rationale: Adolescents are bombarded daily with situations that require them to make important decisions. Often their personal and family values come into conflict when their peers try to influence how they think and behave. Thinking about the possible consequences of their choices and considering how their values can help them to resist negative peer pressure can improve their decision making.

Objective: To help students evaluate the relationship between decisions made under pressure and the ability to project possible consequences of a choice.

Activities:

1. Ask students to do a 5-minute "free-write" in response to the following statement: To cope with peer pressure, you need to know what your values are, how to make your own decisions, and how to say no to negative peer pressure.
2. Ask several students to share their reactions to the statement. Encourage the free flow of ideas by allowing students to question and challenge each other's ideas.
3. Suggest to the class that considering the possible consequences of choices they are being urged to make is one way to decide whether or not a choice is a wise one. By asking themselves the following questions, they can determine whether or not the negative consequences outweigh the positive ones:
   - Could this choice get me in trouble? Get others in trouble?
   - Could this choice be harmful to my well-being?
   - Will I feel good about my decision tomorrow?
   - Will the people who care about me be pleased or disappointed with my choice?
4. A. Ask students to brainstorm peer pressure solutions that involve values decisions or offer the following list to them:

- Using drugs or alcohol
- Having sex
- Being truant from school
- Stealing or shoplifting
- Joining a gang

B. In small groups, allow time for students to create role-play situations that demonstrate teens using personal family values to resist peer pressure in the areas listed above.

Worksheet 12: How Values and Peer Pressure Influence Your Choices

1. Read the following statement and use the space below to write about your reaction to the ideas expressed: *To cope with peer pressure, you need to know what your values are, how to make your own decisions, and how to say no to negative peer pressure.*

2. Share your ideas with your classmates. In your discussion, consider how family and personal values influence our choices.

3. A. Choose a partner to work with and develop a list of questions that could be used to evaluate whether or not a choice you are being peer-pressured into making is a wise one.

   1. _____

2. _____

3. _____

4. _____

B. Join with another pair of students, discuss and combine your lists. Share with the entire class.

C. Combined class list:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

4. A. In small groups, brainstorm and list peer pressure situations that involve values decisions.

_____

_____

_____

_____

_____

_____

_____

B. Create a role play that demonstrates teenagers applying family and personal values to different choices. Some possible situations:

1. Using alcohol and other drugs
2. Having sex
3. Being truant
4. Stealing or shoplifting
5. Joining a gang

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Part I: Student Assessment

The following suggested activities can be used to evaluate student comprehension of the concepts presented in Part I of *Moving Out Into the World*. Have students select an assessment strategy that is compatible with their individual learning style. Although they will all be reacting to the same question, the method of response can be their choice.

Question: Choose one of the activities listed below to explain how a person's sense of self, values, and belief system blend together to determine the choices he or she makes.

A. Write an essay, poem, or play

B. Make a painting, drawing, or collage

C. Create and perform a dance and/or song

D. Develop a multimedia presentation to be shared with another class or group

PART II

FRIENDSHIP ISSUES AND PARENTS

The most important relationship in an adolescent's life is the peer relationship. Because teens depend on each other to discover their identities, they look to friends for both emotional and social guidance (Turk, 1990).

When this need to look to peers for confirmation is added to the adolescent's proclivity to rebel, to experiment, and to become independent, a potentially explosive situation is created if parents find friends unacceptable.

Dr. Jay Kesler (1988), educator and youth leader, lists the failure to approve of a teen's friends among the 10 mistakes parents make with their adolescent children. He suggests that when asked teens will eventually tell you that what they like about a particular friend is that the person is willing to be their friend.

The psychologist and author Dr. Wayne Dyer (1985) suggests that to be happy children need to be given plenty of opportunities to be around their friends. Both Bruno Bettelheim (1987) and Don Dinkmeyer (1976) claim that responsible parents who model the values they want their children to emulate and set reasonable limits for their children have little to fear from their teens exercising their independence and judgment in selecting friends. Further, friends are more likely to be acceptable to parents when teens have been guided toward their independent choices by communicating with their parents on a rational as well as an emotional level (Turk,

1990). This habit of communicating rationally, of knowing how to use problem-solving skills to resolve conflict, is the focus of Part II.

The key phrase for conflict solving, Dreikurs and Cassel (1972) suggest, is *mutual respect*. It is with mutual respect that win/win situations are created. Mutual respect requires that the people involved in a conflict listen to each other, empathize with each other, and as Kathryn Kvols (1993) recommends, shift away from proving who is right and who is wrong. The top priority in any conflict situation, Kvols (1993) suggests, should be to understand feelings, your own and the other person's. When feelings are acknowledged, the people involved in the conflict begin to feel understood. It is this feeling of being heard, of being understood, that helps to dissipate the emotion in a conflictual situation. Resolution of the conflict then becomes possible.

Roger Fisher and Scott Brown (1988) of the Harvard Negotiation Project also focus on the importance of maintaining the health of the relationship. Creating a balance between emotion and reason, striving to understand the differences that exist by listening actively, and being honest about our own needs and feelings are among the strategies needed to build and strengthen relationships as we mediate differences. The lessons in this section are designed to help adolescents learn the process of conflict resolution.

5

YOU AND YOUR PARENTS

Recognizing Conflict

Lesson 13: Sources of Conflict

Teacher's Guide

Rationale: Differences in attitudes and values caused by generational issues, peer culture, and adolescents' developmental needs for independence are among the sources of parent-teen conflicts. Understanding the situations that tend to cause conflict is a first step toward resolution.

Objective: To help students to begin to identify the issues that tend to cause disagreement between teens and their parents.

Activities:

1. Ask the students to think back to the last time they wanted to do something, go somewhere, or make a purchase and were told no by a parent or guardian.
2. Direct the students to share their recollection of this incident with two or three students seated near them. Allow 3 to 5 minutes.

3. Request a spokesperson for each group to post any areas of common concern on a large piece of paper or the blackboard.
4. Analyze the issues raised:
   A. How similar are the causes of conflict?
   B. What differences are obvious?
   C. Speculate as to:
      (1) Causes of similarities
      (2) Causes of differences
   D. What conclusions can we reach about teen/parent conflicts?
5. As a class, create a graph to illustrate the sources of conflict identified by the class and the frequency of their occurrence.
6. To help students make inferences and develop conclusions about the class-generated data, have them use the information provided by the graph to develop thesis statements for a hypothetical article about teen/parent relationships.
7. Follow-up activities might include:
   - Completing the article for a class publication
   - Submitting completed essays to the school newspaper or literary magazine
   - Developing their thesis statements as letters to the editor of the local newspaper

Worksheet 13: Sources of Conflict

1. Using the sources of parent/teen conflict brainstormed and discussed in class, develop a graph that illustrates the most frequent sources of conflict between teens and their parents.

	FREQUENCY				
ISSUES	**DAILY**	**WEEKLY**	**MONTHLY**	**YEARLY**	**NEVER**
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

2. Imagine that you have been hired to write a magazine article about teen/parent conflicts. Use the data and the class graph to write the opening paragraph for your story.

_____

_____

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Lesson 14: Friendship Issues That Create Conflicts Between You and Your Parents

Teacher's Guide

Rationale: As teens begin to move out into the world of peer relationships, parents become more sensitive to the friendship choices their children are making. When parent and teen views on who is acceptable as a friend differ, heated conflict can result. Increasing teens' awareness of the underlying values can help them resolve conflicts.

Objective: To assist students to:

A. Identify characteristics they look for in a friend
B. Compare and contrast their parents' and their own image of an acceptable friend

Activities:

1. Ask students independently or in small groups to brainstorm the particular characteristics they value in a friend.
2. Post the traits identified by the groups on a large piece of paper or the blackboard. Allow time for students to share their ideas about why the characteristics listed are important to them.
3. Ask students to hypothesize about how their parents might react to the list.
   - Are there any traits posted that their parents would find unacceptable? Why or why not?
   - Circle the traits identified by students as unacceptable.
4. Encourage students to share personal or hypothetical situations involving choices of friends that might lead to disagreement with parents. Some examples might be: friends of other racial, religious, ethnic backgrounds; friends who are younger or older; homosexual friends; friends who have been in trouble with the law; friends who are teenage parents; friends from different socioeconomic backgrounds; friends with single parents, divorced parents, homosexual parents, or parents who have been in trouble with the law.

5. Ask students to create in essay, poetic, or visual form their ideal concept of an acceptable friend and their parents' ideal concept of an acceptable friend.
6. Compare and contrast the two visions of acceptability.
7. Ask students to think about ways to resolve any differences noted. Encourage students to discuss the issues at home with their parents.

Worksheet 14: Friendship Issues That Create Conflict Between You and Your Parents

1. Use the space below to identify some traits that you value in a friend:

_____

_____

_____

_____

_____

2. How do you think your parents would react to your list?
   A. Are there any traits listed that they might find unacceptable?

   B. Are there characteristics not listed here that they would want you to include?

   C. How would you explain any differences of opinion that might exist between you and your parents?

3. Write an essay or a poem or create a visual that compares and/or contrasts your ideas about an acceptable friend with your parents' ideas.

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Lesson 15: Looking at Conflict While Walking in Each Other's Shoes

Teacher's Guide

Rationale: Put two or more people together and, at some point in their relationship, values, wants, needs, and interests will be incompatible. Conflict is a normal and inevitable fact of life. Often, between parents and adolescents, it is a daily fact of life. Learning how to see the issue from the other's vantage point is an essential component of conflict resolution.

Objective: To assist students in exploring their parents' points of view about acceptable traits in friends.

Activities:

1. As a review of previous lessons, ask students to jot down at least two areas of possible conflict about choosing friends that might arise between them and their parents.
2. Ask them to share their choices with three other students. Direct each group to combine lists.
3. Using the combined lists of areas of possible conflict, allow 10 to 15 minutes for each small group to create a role-play dialogue between a teen and her or his parents.
4. Direct students to include in every scene the reasons for the position taken by each side.
5. Be sure that role-play rules exclude name calling, shouting, and "verbal violence."
6. Allow time for each group to perform its role play.
7. Ask students to critique each scenario in terms of the values, needs, and interests that underlie the point of view being expressed.
8. To encourage students' understanding of their parents' concerns about friend selection from a parental vantage, ask them to write two journal entries, one in their own voice and one in a parent's voice.

Worksheet 15: Looking at Conflict While Walking in Each Other's Shoes

Creating a Role-Play Dialogue

1. List two areas of possible conflict about choosing friends that might arise between you and your parents:

_____

_____

2. Join with three other students and combine your lists:

_____

_____

_____

_____

_____

3. Write a conversation between you and your parents in which you discuss and resolve any areas of disagreement concerning the choosing of friends.
4. Be sure that your dialogue includes the reason(s) for the points of view that are expressed.
5. Share your role play with your classmates.
6. As you watch and listen to the scenes created by your classmates, make note of the values being expressed.

PARENT'S VALUES	TEEN'S VALUES

7. How do values influence a person's point of view?

_____

_____

_____

_____

8. Summarize what you have learned about friendship issues and teenagers in two paragraphs—one in your own voice and the other in your parent's.

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6

RESOLVING CONFLICTS WITH PARENTS/GUARDIANS

Lesson 16: Learning How to Talk to Each Other

Teacher's Guide

Rationale: As long as differences about needs, wants, expectations, and goals exist between people, disagreements or conflicts will occur. The conflict is not the problem; the problem is that most young people and adults do not know how to handle their emotions. Unfortunately, most teens and parents are unaccustomed to openly disagreeing or expressing their conflicting opinions and feelings directly to each other.

Objective: To teach students effective communication skills to resolve their conflicts through sharing information about disagreements and about their feelings using the "creative-telling" skill of "I-Messages" (Gordon, 1974).

Activities:

1. Using items available in the classroom or brought from home by the students and teacher, ask one student to describe an item to a blindfolded class-

mate. Without telling the "blind" person what or how the object is or how it is used, the speaker must describe it well enough for the listener to correctly identify the item. Allow time for four or five pairs of students to have a turn.

2. Invite the students to evaluate the ability or inability of the blindfolded person to correctly identify the item that was being described.
3. Ask the students, given the experience they have just had, how they would define the word communication. Direct the students to jot down their definition.
4. Allow time for the students to share their ideas.
5. Post and discuss the various group efforts. Ask the students to select a class definition, such as, "Communication is the process by which information is sent to and understood by others." Direct the students to transfer the class definition to Worksheet 16.
6. Ask the students to write a brief description of a situation in the recent past in which they experienced annoyance, anger, or frustration because the person they were talking to did not understand their point of view or feelings.
7. Request several students share their experiences with the class, with the group attempting to help the storyteller identify what happened to create the miscommunication and who was at fault.
8. Using the chart included in the worksheet, assist the class in distinguishing differences and similarities in perceptions.
9. Tell students that they are going to learn how to use I-Messages, a communications skill that will enable them to express their feelings and opinions in a positive, constructive manner. Share the following story and ask them to decide which response would be more effective and why.

Story: **A class is working on group projects. One group is particularly rowdy. The noise they are making does not seem to bother them, but it is bothering the teacher who is trying to work with another group.**

Response A: "Be quiet! You are all being so selfish and making such a racket that no one can get any work done!" Response B: "I understand that you are being very involved in your project, but when you talk so loudly I feel frustrated because I cannot concentrate on helping this group."

10. A. Allow time for students to react to the two responses.
    B. Tell them that Response B is called a creative-telling I-Message because it communicates in a nonjudgmental, nonthreatening way how someone feels because of another's choice or behavior. I-Messages do not criticize, judge, ridicule, preach, or put down. Therefore, they do not put the other person on the defensive. When you use an I-Message you are sharing how you feel and why you feel that way with the other. An I-Message gives the other person an opportunity to choose to change his/her behavior and/or choice without becoming defensive or losing face.
11. A. Refer back to Worksheet 15. Ask the students to use the situations they role-played about conflicts with their parents over choosing friends to practice I-Messages.
    B. Share the following I-Message formula on an overhead transparency or the blackboard:

CREATIVE TELLING _____ I-MESSAGES

I feel _____(describe your own feelings)
when you _____(tell what the other did or said)
because _____(explain how that behavior or choice affected you).

12. Direct students to practice writing I-Messages using the situations created in role plays about friendship choices in Worksheet 16.

Worksheet 16: Learning How to Talk to Each Other

1. Use the space below to write the class definition for the term *communication.*

2. Think of a situation in the recent past in which you were angry, frustrated, or disappointed because the person you were talking with did not understand your feelings or point of view. Briefly describe the situation.

3. As you discuss your own and your classmates' experiences, use the chart below to identify what happened to create the miscommunication.

EXPERIENCES WITH MISCOMMUNICATION			
INCIDENT	**PERSONS INVOLVED**	**CAUSES OF PROBLEMS**	
1.	A.	1.	3.
	B.	2.	4.
2.	A.	1.	3.
	B.	2.	4.
3.	A.	1.	3.
	B.	2.	4.
4.	A.	1.	3.
	B.	2.	4.
5.	A.	1.	3.
	B.	2.	4.
6.	A.	1.	3.
	B.	2.	4.
7.	A.	1.	3.
	B.	2.	4.
8.	A.	1.	3.
	B.	2.	4.

4. Use the following model to develop your own I-Messages based on the situations you created for your role plays about friendship choices.

CREATIVE TELLING _____ I-MESSAGES

I feel _____ (describe your own feelings)

when you _____ (tell what the other did or said)

because _____ (explain how that behavior or choice affected you).

Situation 1. I feel _____

when you _____

because _____

Situation 2. I feel _____

when you _____

because _____

Situation 3. I feel _____

when you _____

because _____

Situation 4. I feel _____

when you _____

because _____

Situation 5. I feel _____

when you _____

because _____

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Lesson 17: Learning How to Listen

Teacher's Guide

Rationale: Henry David Thoreau is reported to have said, "The greatest compliment that was ever paid me was when one asked me what I thought and attended to my answer." Unfortunately, most people do not truly listen to each other. This is particularly true in a conflict situation when emotions are running high and the participants are more intent on having their own view expressed than hearing what the other has to say.
When we actively listen to people, we tune in to their feelings as well as their words (Gordon, 1974). By so doing, we indicate to them that we understand and accept the information being conveyed. By mirroring back to the speaker the words and feelings being expressed, we not only create an atmosphere of trust and acceptance, we actually help them to find an answer to the problem they are trying to solve.

Objective:

1. To enable students to become more effective listeners through understanding the skills needed for "action listening"
2. To give students practice in action-listening skills by:
   A. Role-playing action-listening situations
   B. Critiquing each other's presentations

Activities:

1. Post on the blackboard or on an overhead transparency the Thoreau quote above. Allow students 3 to 5 minutes to write their response to the idea being expressed.
2. Invite students to share their reactions and to discuss why it feels so good to be heard.
3. Introduce the term action listening, and ask the class to brainstorm possible meanings. Post their intuitive ideas on a large piece of paper or the blackboard. Encourage them to offer specific examples of their ideas.

4. Offer a minilecture on action listening using the information in the rationale for this lesson. Share the following points:
   - Action listening involves reflecting back (paraphrasing) to the speaker, in as few words as possible, your understanding of his or her words and feelings.
   - Action listening is a helpful skill—it helps the other person work through the problem-solving process on his or her own.
   - Action listening helps to create a climate of trust and acceptance in the relationship.
   - Talking when you should be listening blocks action listening and meaningful communication.
   - Preaching, moralizing, or providing a solution does not allow others to get in touch with their feelings or assume responsibility for their problems.
   - An effective action-listening statement includes:
     You are feeling _____ (name the emotion)

     about _____ (describe the situation)

     because you think/feel/believe _____
     _____
     _____
     (paraphrase the speaker's information).
5. Direct the students to complete Worksheet 17.

Worksheet 17: Learning How to Listen

1. Think of a problem or complaint that you heard from a friend or family member this week. Write it down as clearly as possible:

_____

_____

_____

_____

_____

2. Use the action-listening model below to write a response that reflects back to the speaker your understanding of the words and feelings being expressed.
   You are feeling frustrated (name the emotion)
   about the group (describe the situation)
   because you think (or feel) others aren't doing their share (paraphrase the speaker's information).

   You are feeling _____

   about _____

   because you think/feel _____

3. Join with two other students to share and critique each other's responses. Be sure each response includes:
   A. A description of the speaker's feelings
   B. A summary of the speaker's situation
   C. A paraphrase of why the speaker feels the way he or she does
4. In your group, brainstorm three other possible situations that require action listening. As a group, write action-listening responses. Share your responses with the class.

Situation A: _____

_____

Action-Listening Response:

You are feeling_____

about_____

because you think/feel_____

Situation B:_____

_____

_____

Action-Listening Response:

You are feeling_____

about_____

because you think/feel_____

Situation C:_____

_____

_____

Action-Listening Response:_____

You are feeling_____

about_____

because you think/feel_____

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Lesson 18: Learning How to Negotiate Differences

Teacher's Guide

Rationale: Knowing how to mediate differences is important to the health of any relationship. For adolescents, learning the skills needed to create a win-win atmosphere while resolving interpersonal conflicts can be helpful not only in dealing with parent/teen issues, but in all of their relationships.

Objective:

1. To teach students the problem-solving skills they will need to resolve conflict peacefully.
2. To enable students to express why a win-win outcome is the most desirable outcome to a conflict situation.

Activities:

1. Write the word conflict on a large piece of paper or the blackboard. Ask the students to close their eyes, visualize the "color" of conflict, and write it on their worksheet. Repeat the process while asking them to imagine the "sound" of conflict and a "symbol" for conflict. Allow 5 to 10 minutes for sharing and discussion of these nonverbal symbols for conflict.
2. If they were to put words to their colors, sounds, and symbols, how would they explain the concept of "conflict"? What other words could be used to explain a "conflict"? List their suggestions on the board.
3. Divide the students into groups of four or five and ask each group to develop a working definition for conflict. Allow time for each group to share their definition.
4. On an overhead transparency or the blackboard, post the following possible outcomes to a conflict resolution session:
   win/win
   win/lose
   lose/lose
   delay session

Ask students to judge which outcome would be the best? Why? Next best? Why? Lead the students to conclude that win/win is the best because all the parties in a resolution session should feel comfortable with the solution. Help them to see that by delaying the session, both parties have an opportunity to calm down and consider what has been offered if they are unhappy with what is occurring.

5. Tell students that conflicts are caused by several different situations. Have them take notes on their worksheets.
   - Some conflicts arise when people differ in what they believe to be right and wrong, good and bad, appropriate and inappropriate. We call this type of conflict a values conflict.
   - Conflicts can also be caused when people have different goals for themselves, for their families, or for a project on which they may be working.
   - Disagreements or misunderstandings about what behavior, chores, or responsibilities are expected from someone in a family, in a group, or on the job are called role expectation conflicts.
   - When two or more people compete for a position, a title, a reward, or a promotion, we say they are having a competition conflict.
6. As each source of conflict is discussed, ask students to offer examples of each category from personal experiences and current and past events.
7. Introduce the Conflict Resolution Sequence portion of Worksheet 18. Tell the students that when two or more people are experiencing conflict, it is usually because they want the other(s) to stop doing something they are currently doing, or they want the other(s) to start doing something they are not doing. Talk the students through the 4-step process using a hypothetical situation involving parent/teen conflict over a friend situation. Have the students suggest a problem or choose one from Worksheet 14.
8. Ask students to brainstorm a list of rules for win/win conflict resolution that they can use to guide their negotiation. The list might include:

- Focus on the issues, not the people
- Listen actively
- Tell creatively
- Treat the other(s) with respect
- No verbal violence
- No blaming, preaching, or moralizing
- No making threats
- No making excuses for choices or behavior

9. Allow time for students working in small groups to apply the skills of conflict resolution to real or hypothetical situations.
10. Ask the students to make a commitment to teach the process to a family member or a friend.

Worksheet 18: Learning How to Negotiate Differences

1. Close your eyes and think about conflict in terms of images rather than words.
   A. If conflict were a color, what color would it be?

   _____

   B. If conflict were a sound, what sound would it be?

   _____

   C. If conflict were a symbol, what would it look like? Use the space below to draw your idea of conflict as a symbol.

2. Now think about all the colors, sounds, and symbols that have been shared in class. How would you explain the concept of "conflict" in words?

   _____

   _____

   _____

3. Working with your group, develop a definition for conflict.

   _____

   _____

   _____

4. Sources of conflict: Listed below are some of the causes of conflict between and among people and groups. As your teacher discusses each area of conflict, write down the main ideas for each category.

Values Conflict:_____

_____

Differences in Goals Conflict:_____

_____

Role Expectation Conflict:_____

_____

Competition Conflict:_____

_____

Can you think of examples of conflict in each category that you have experienced yourself, read about in a book, or seen in a film or a TV show?

Conflict Resolution Sequence

What I need the other(s) to:

1. Stop Doing
   A.
   B.
   C.
2. Start Doing
   A.
   B.
   C.
3. I am willing to help solve this conflict by
   A.
   B.
   C.
4. Negotiated agreement:
   A. If the other does_____,
      I will do_____.

B. If I do_____,
the other will do_____.

5. A. Use the Conflict Resolution Sequence to solve a real or imagined conflict situation between a parent and a teen about a friendship choice.
B. Role-play your resolution process for the class.

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Part II: Student Assessment

Ask each student to write a case study of a parent/teen conflict involving friendship choices. Encourage them to use personal episodes and sign their work with a code name so it can be returned to them anonymously.

Collect and redistribute the case studies so that each student is creating a conflict resolution for a classmate. Ask the students to complete a resolution sequence for the case study to which they have been assigned. They are to sign this work so that it can be graded.

PART III

DATING DECISIONS

Although formal one-on-one dates have become less conventional, the ritual of seeking relationships is still very much a part of adolescent behavior. Who to date, where to go, what to do, and how to behave are major concerns with which teens and their parents wrestle. Among those experts who address adolescent dating, there tends to be a consensus that teens need to work with their parents to establish dating goals and rules of behavior (Bauman & Riche, 1986). Adolescents want parents to set reasonable standards. The teen who lives without rules often interprets the absence of limits as a lack of caring and love (Turk, 1990).

Teen experts (Anderson, 1983; Balter, 1988) recommend that parents and adolescents actually write a contract that deals with matters such as suitable dating partners, curfews, when to telephone parents, whether or not to bring a date home, and what places are off limits. Balter (1988) also suggests that teen dating begin with group activities such as daytime sporting events and then move on to double dating (as an intermediate step) before single dating is allowed.

Josh McDowell (1987) offers an extensive list of creative and enjoyable dating activities that include sports dates, which are usually inexpensive as well as good exercise; outdoor dates, such as visiting a zoo, biking, flying kites; and what he terms "crazy dates," such as making a video, going to a fair, or going for a hay ride.

The problems associated with "dating" for those adolescents for whom homosexuality is a natural, developmental outcome are among the topics dealt with in this section. Dr. Robert Bidwell (1988) claims that many of the experiences associated with teen romancing and dating are not realities for most gay and lesbian teens: "The gradual discovery of who one is and how one relates to others requires extensive social interaction and experimentation. For most gay teens this is simply impossible" (p. 5).

Above all, the focus of teen dating should be on fun, friendship, and mutual respect. The lessons in Part III are designed to help students reach that conclusion.

7

CHOOSING A DATING PARTNER

Lesson 19: Making Wise Dating Choices

Teacher's Guide

Rationale: It is during adolescence that physical attraction becomes a prime motivation in forming relationships and selecting dating partners. To protect themselves from unhealthy, and in some instances even dangerous choices, adolescents need to establish criteria for dating-partner selection that clearly reflect their own values toward gender relationships and sexual issues.

Objectives:
1. To encourage students to review the relationship between values and attitudes and friendship choices.
2. To enable students to use their own values and attitudes to identify criteria that they may use in selecting a person to date.

Activities:
1. Ask the students to think back to the exercises completed in Part I dealing with their attitudes toward femaleness and maleness, their social and sexual

values, their concept of heroes/heroines, and their feelings about peer pressure.

2. How do they think these attitudes and values would influence their choice of a person to date? Allow 5 to 10 minutes for the class to share and discuss ideas. Challenge the students to cite specific examples of factors that would affect their choices.
3. Post on a large piece of paper or on the blackboard the personal criteria students offer during a brainstorming session, for example, honest, clean, same religion, considerate, good looking, healthy, nonsmoker.
4. A. Direct students' attention to their worksheet. Ask each student to develop a list of characteristics prioritized to be compatible with his or her value system.
   B. Have the students form groups of four, preferably sexually mixed. Allow time for them to share their lists and discuss the reasons for their choices. Encourage them to verbalize how the criteria they have selected reflect their value system.
5. As a concluding activity, ask the students to write a note to a person they would like to date in which they tell that person how their own values and attitudes have contributed to their being attracted to him or her.

Worksheet 19: Making Wise Dating Choices

1. Use the space below to make a list of characteristics you value the most in a person you want to date.

_____

_____

_____

_____

_____

2. Think of someone you know who meets most of the criteria you have established above. In a note, tell that person what you like about him or her and how his or her characteristics reflect your own values system.

Dear_____,

_____

_____

_____

_____

_____

Sincerely,

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Lesson 20: Dating and Diversity

Teacher's Guide

Rationale: With cultural diversity a reality in U.S. society, more adolescents today attend schools in which young people of many different races, nationalities, and religions mingle. Because intercultural dating can be a source of conflict between parents and teens, it is important for students to know how to use conflict resolution skills to solve any problems that may arise.

Objective:

1. To provide an open forum in which students can explore their own feelings and attitudes about dating someone who is of a different race, religion, or ethnic group.
2. To assist students in developing a plan to work out any conflicts that may arise with parents who object to intercultural dating.

Activities:

1. Ask the students to hypothesize as to the number of different races, nationalities, and religions that are represented in their school. (Where available, share the figures listed in the school's ethnic survey.)
2. How does this cultural diversity affect the dating scene in your school? Is there a potential for conflicts with parents whose highest priority for selecting a dating partner is the same race and/or religion?
3. Direct the students to turn to Worksheet 20. Read the letter to the advice columnist together.
4. Allow time for students to respond to the questions.
5. To facilitate the development of their own case studies, have the students brainstorm other types of intercultural issues that could arise. Post these on a large piece of paper or the blackboard.
6. Divide the class into groups and have each group select an issue. Ask the students to create a group letter to the advice columnist that reflects the dilemma involved in their issue.

7. Direct the groups to exchange letters and ask each group to write a response to the letter they have been given.
8. Remind the students that their responses should reflect what they know about action listening, I-Messages, and conflict resolution.

Worksheet 20: Dating and Diversity

Imagine that you are an advice columnist for your local newspaper. You have just received the following letter:

> Dear Advice Columnist:
>
> I have a problem that concerns a racial issue. My family is prejudiced. They are opposed to mixed races and my being friends with a person of another race.
>
> I am not prejudiced because I don't see color, only the person. I am involved with a person of another race. I tried to talk to my mother about her being prejudiced. She got the point that I am seeing someone of another race and she won't accept it. I can't make her understand how I feel. She told me that if she ever found out that I was seriously involved, she would disown me.
>
> I really care for this person, but I am so afraid of losing my mother. I don't know how I should feel. I'm afraid of letting my whole family really know that I am involved in something that they are so against. Please help. I hope you can answer me in your column.
>
> Sincerely,
> "Confused"[1]

1. What is your own reaction to the situation described in the letter? Discuss your thoughts and feelings with your classmates.
2. If you were the columnist, how would you respond to this letter? Join with two or three classmates and write a group response. Share your letter with the class. How would you explain differences in the advice given?
3. A. Join with three or four other students to create a letter to the advice columnist that tells about an intercultural dating situation.
   B. Exchange letters with another group and write a response to the situation you have been given. Remember to use the conflict resolution skills you learned in Part II.

1. This letter is reproduced from the article, "Mother Frowns on Interracial Dating," *Idaho Statesman*, January 9, 1990, p. 3D. Reprinted with permission.

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Lesson 21: The Myths and Realities of Sexual Orientation

Teacher's Guide

Rationale: The rituals of dating make up one rite of passage for today's teenagers. Flirting, telephone calling, walking home together, attending the school prom or dance, sharing a bag of popcorn at a movie, kissing, touching, laughing together—all of these are experiences that are not possible for most teens who are gay or lesbian. Unfortunately, although there are definite positive changes in attitudes toward homosexuality in many areas of society, the truth is that most homosexual teens move through their adolescent years in environments that are overtly hostile and prejudiced. Fearful of peers discovering their "awful secret," gay and lesbian teens experience a sense of loneliness and alienation (Bidwell, 1988).

Objective: To provide opportunities for students to gain information about sexual orientation and confront common myths about homosexuality by:

1. Distinguishing between the myths and realities of sexual orientation
2. Exploring personal attitudes and beliefs about gay and lesbian teens
3. Evaluating the relationship between homophobia and the social and emotional problems experienced by many homosexual teens

Activities:

1. Present the title of the lesson on a large piece of paper or the blackboard: The Myths and Realities of Sexual Orientation.
2. Ask the students to explain "sexual orientation" (heterosexual, homosexual, bisexual).
3. Share the objectives for this session and invite the class to define the relevant terms, such as gay, lesbian, homophobia.
4. Distribute Worksheet 21 and ask students to determine how many of the 12 statements are

myths by writing an M next to the number of the statement.

5. Divide the class into groups of four or five to share and discuss their choices. As the groups report back to the class as a whole, post results on the blackboard or on an overhead transparency.
6. Following the class discussion, tell the students that all of the statements are myths about homosexuals. Allow time for them to add to the myth list citing comments they have heard others make.
7. Present a minilecture related to the myths of homosexuality using the following information:

   Sexual orientation refers to the gender (male or female) of the person to whom one is affectionately and sexually attracted. Gay or lesbian (homosexual) persons are different from heterosexuals in that they are attracted to individuals of their own gender.

   Among the theories that attempt to explain the origins of sexual orientation are those that include genetic, psychological, hormonal, and sociological factors. The theories that have been most consistent with available data offer a genetic or hormonal (biologic) explanation (Bidwell, 1988).

   In a classic study of sexuality, one researcher (Kinsey, 1952; Kinsey, Pomeroy, & Martin, 1948) found that 4% to 10% of the population are gay or lesbian. If these figures are accepted, then 1.2-2.9 million of the approximately 29 million adolescents in the United States are lesbian or gay. In addition, 1% to 2% of the population have a gay or lesbian parent. Therefore, given that there are about 30 students in a class, there could be 2 to 4 students who are affected by homosexuality.

   It was not until 1973 that the American Psychiatric Association removed homosexuality from its list of mental disorders, stating that it was simply another means of sexual expression. In 1983 the American Academy of Pediatrics published a report in which it declared the reality of homosexual adolescents (Bidwell, 1988).

   However, although there have been changes in attitudes toward gays and lesbians in some areas

of our society, most teens who are homosexual grow up in a hostile and prejudiced environment. Many myths and stereotypes are part of the story of homosexuality. One of the most prevalent learned prejudices surrounding sexual orientation is homophobia. Homophobia is the fear and hatred of people who are homosexuals.

There are no valid studies or any researched evidence to support the myths listed on Worksheet 21. Homophobic myths hurt everyone because stereotyping, prejudice, and discrimination eventually lead to emotional and physical violence.

8. After the minilecture, tell the students they will all have an opportunity to express and discuss their own beliefs and attitudes about homosexuality by participating in an activity that requires them to react to specific statements.
9. Assign the terms "affirmative" and "negative" to two sides of the classroom. Tell the class that you will read a statement and they are to move to the side of the room that designates whether they agree (affirmative) or disagree (negative) with the ideas expressed. Allow time for the students to:
   A. Discuss why they chose the affirmative or negative
   B. Ask questions of each other
   C. Clarify the opinions and values being expressed

   Statements can include the following:
   - I would withdraw from the relationship if my best friend told me this week that she or he was homosexual.
   - I would be upset and ashamed if someone in my family told me he or she is gay or lesbian.
   - There should be no restrictions on the type of jobs homosexuals hold, including teaching and the military.
   - There is no such thing as an adolescent homosexual. Adolescents are too young to know their true sexual orientation.
   - Homosexuals should not be allowed to marry or adopt children.
   - All students, including homosexuals, deserve to attend schools free of physical and verbal harassment.

- Homosexuals tend to be sexually promiscuous.
- A gay or lesbian adolescent should be encouraged to "come out."
- Same-gender couples should not be allowed to attend school-sponsored dances.
- I am gay or lesbian if I had a "touching experience" with someone of my own sex when I was 12.

10. Following the "affirmative/negative" activity ask students to divide into small groups to brainstorm ways in which homophobia affects the emotional and social experiences of gay and lesbian youth.
11. To summarize their group discussions and provide closure, ask the students to complete the following statement: If the fear and hatred of homosexuals were to be eradicated, gay and lesbian teens would . . .

Worksheet 21: The Myths and Realities of Sexual Orientation

Myth or Reality? Decide which of the statements listed below are "myths" and write an M next to the number of the statement.

1. Sexual orientation is a choice.
2. You can tell homosexuals by the way they look.
3. Homosexuality is contagious.
4. Homosexuals are mentally ill.
5. Homosexuals are less likely than heterosexuals to lead happy, productive lives.
6. Gay men really want to be women.
7. Lesbian women really want to be men.
8. Homosexuals tend to be child molesters.
9. All homosexuals die of AIDS.
10. The children of gay or lesbian parents will also be homosexuals.
11. Only homosexuals ever have sexual contact with a friend of the same sex.
12. Homosexuals never have long-lasting relationships.

Complete the following statement, using the information learned in this lesson: *If the fear and hatred of homosexuals were to be eradicated, gay and lesbian teens would . . .*

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8

WHAT'S A DATE?

Lesson 22: Dating: Where to Go and What to Do

Teacher's Guide

Rationale: Developmentally, adolescence tends to be a time when "hanging out" with friends is more important than spending time with the family. For many young people, the teen years mean engaging in behaviors commonly associated with adults.
Today, teens are required to grow up so quickly. They often have family-related responsibilities that their parents did not have. Many are on their own more and are having to make difficult peer-related decisions about drugs, alcohol, sex, and affiliation. Consequently, the "group" becomes a safe haven from pressures involved in one-on-one dating. By 9th and 10th grade, the groups of girls and groups of boys begin to move toward groups of couples and ultimately to pairs and single dating.

Objective: To assist teens in making decisions about where to go and what to do on a date that will reduce the stresses of peer pressure.

Activities:

1. Present the following statement to the class: The focus of teen dating should be on fun, friendship, and mutual respect. Encourage a discussion on what the statement means to the students individually.
2. Ask the students to divide into mixed-sex groups to brainstorm dating activities that would be likely to promote fun, friendship, and mutual respect. Have them use Worksheet 22 to record their ideas.
3. Develop a class list of activities using the ideas shared by each group. Ask the students to evaluate activities against the criteria of fun, friendship, and mutual respect. Offer the following suggestions:

Sporting Events (to attend or participate in)

basketball	ice skating	pool
football	roller blading	jogging
volleyball	swimming	badminton
golf	bowling	baseball
tennis	walking	Ping-Pong

Indoor Dates

attend/give a drug-free party	go to a movie
school dance	create a play
school play	make a video
school band/orchestra/choir concert	potluck dinner
visit a museum	play charades

Outdoor Dates

fishing	hiking	visit the zoo
boating	bicycling	visit the local gardens
beach party	horseback riding	visit a state park
picnic/cookout	sailing	visit an amusement park

4. Have the students create individual lists of things to do on a date that are compatible with their own preferences and geographical locations.

5. Suggest to the students that they might like to publish their dating activities ideas in the school newspaper or as a booklet for a school fund-raising project.
6. Ask the students to imagine that they have stepped into a time machine and have been fast-forwarded 20 years into the future. They are now parents having to cope with their own adolescent children who are beginning to date. As parents, what guidelines would they want to set as a structure for their children's dating situations?
7. Direct the students to Part Two of Worksheet 22. Divide the class into groups that include a minimum of two "Parents" and two "Adolescents." Allow time for the "families" to negotiate a usable Dating Contract that is fair to both parents and children. Remind students to add to the issues that are to be negotiated.
8. The negotiated dating standards may be added to the class lists of dating activities for publication.
9. As a closure activity, have students take their contracts home to be reviewed by and discussed with their parents. Have them complete the following statement: My parents' reaction to the Dating Contract was . . .

Worksheet 22: Dating: Where to Go and What to Do

Part One

The focus of teenage dating should be fun, friendship, and mutual respect.

1. Share your reactions to the statement above with your classmates. Do you agree? Why or why not?
2. Work with a small group of students to brainstorm dating activities that would be likely to promote *fun, friendship, and mutual respect.* Categorize your suggestions under the following headings:

SPORTING EVENTS	INDOOR DATES	OUTDOOR DATES

3. Review the items on your list. Place a check next to those activities that you think meet the criteria of promoting fun, friendship, and mutual respect. Discuss any differences of opinion with your group members.
4. Now, go back over your list and underline those activities that you would enjoy doing and that are possible in your geographic location.
5. As a class, consider publishing your dating activities suggestions in your school newspaper or as a booklet for a class or school fund-raising project.

Part Two

1. In your "Parent/Adolescent" role-play groups brainstorm guidelines for dating that address the following issues :

A. SUITABLE DATING PARTNERS:	E. CURFEWS:
B. MEANS OF TRANSPORTATION:	**F. DRUGS AND ALCOHOL:**
C. GROUP DATES:	**G. SEX:**
D. SINGLE DATES:	**H. OTHER ISSUES:**

2. Use the standards you have selected to write a Dating Contract.
3. Share your Dating Contract with your own family. After discussing the selected standards with your parents, complete the following statement: *My parents' reaction to the Dating Contract was:*

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Part III: Student Assessment

1. Have students divide into self-selected groups of four or five. Ask each group to create three role-play situations that clearly demonstrate an understanding of the key points of the three major concepts in this section.
   A. Choosing a dating partner
   B. The myths and realities of sexual orientation
   C. Dating guidelines: Where to go and what to do

2. Allow time for the groups to present their scenes for peer evaluation. Have the students use the criteria listed on their worksheet to judge their classmates' efforts. They may want to add one or two of their own standards. Make enough copies of the worksheet so that each student has three.

	SCALE				
GROUP ___	**LOW 1**	**2**	**3**	**4**	**5 HIGH**
1. Included key ideas and facts from unit.	1	2	3	4	5
2. Creative situation and dialogue.	1	2	3	4	5
3. Realistic from both teens' and parents' point of view.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5

PART IV

DATING AND SEXUAL ISSUES

That adolescents are more sexually active than ever before is clearly established by the statistics reported in *The Adolescent and Young Adult Fact Book* published by the Children's Defense Fund (Simons et al., 1991). There was an increase of 61% in the number of out-of-wedlock births from 1970 to 1988 in this country. Approximately one million teens, ages 15 to 19, become pregnant every year. One in every eight births in the United States is to a teenager. The number of teens (ages 15 to 19) who have had sexual intercourse has almost doubled in the past 20 years.

By age 20, 75% of young Americans have had sex. Even more alarming, 25% of U.S. adolescents contract some venereal disease yearly (Gibbs, 1993). Less than 50% of teenage women use contraceptives at first intercourse, and 41% of teenage boys report using either no method of contraception or an ineffective method at first intercourse (Page & Page, 1993). The problems created by the ever-increasing sexual activity of teens—unintended pregnancies, sexually transmitted diseases, AIDS, interrupted education, poverty, increased welfare payments to adolescents and their babies—affect us all.

If young people do not have an opportunity to acquire accurate information about sex, if they are not encouraged to discuss the issues that surround adolescent sexual behavior, they will continue to be confused and vulnerable to the messages they absorb from the media and pop culture. The research indicates that the window of opportunity for impacting teen

sexual behavior occurs before adolescents begin to have sex ("Making Sexuality Education Relevant," 1991). However, by providing opportunities for teens to discuss emotional issues, to ask questions, to view their sexuality as more than genital-sex behavior, we can help them to make decisions based on thoughtful considerations of their gender and social roles, the consequences of their choices, and the realization of their goals.

Early sexual activity, teen pregnancy, high-risk sexual behavior, sexually transmitted diseases, and abstinence as an adolescent sexual choice are among the issues addressed in the lessons in Part IV.

9

TEEN SEXUAL BEHAVIOR

Lesson 23: Deciding About Sex

Teacher's Guide

Rationale: Sexual activity among adolescents (ages 15 to 19) has doubled since 1970. Not only are today's teens having sex earlier and with more partners, but more than one third of all teenage girls use no contraception at first intercourse (Simons et al., 1991).
The need for in-depth discussion about teen sexual behavior has never been more urgent. Adolescents need facts and sound, reliable information to help them make wise choices about sex.

Objective: To involve students in open dialogue about sex and to help them explore the issues surrounding teen sex today.

Activities:

1. Open the discussion for this lesson by posing the following question on the blackboard, on a large piece of paper, or on an overhead transparency: Why are young people today choosing to become sexually active so early?

2. Ask the students to jot down two or three ideas they may have in response to the question.
3. Divide the students into groups of three to share and combine their ideas into one list.
4. Ask each group to join with another to combine and refine their lists. Allow time for students to discuss and challenge the ideas being expressed.
5. Ask a spokesperson for each group of six to report to the entire class.
6. Post the group responses for future reference. Direct the students to enter the class list on Worksheet 23. Some possible responses are:
   - Peer pressure
   - Curiosity
   - Media depictions of sex
   - Everyone is "doing it"
   - Sexual gratification
   - Expression of passionate feelings
   - Ignorance about consequences
   - Quality of family relationships
7. Using the information that follows, present a mini-lecture about sexual behavior among U.S. teens:
   Teens are becoming sexually active at earlier ages. Nationally, the average age of first sexual intercourse for girls is 16.2 years and for boys 15.7 years (Gray, Walton, Bosh, Roberts, & Marriott, 1993). Between 1970 and 1988, the percentage of unmarried women ages 15 to 19 with sexual experience increased from 25% to 50%. By 1988, half of all unmarried young women ages 15 to 19 were sexually active, regardless of race or ethnic background. In fact, most of the increase in female sexual activity in the 1980s was among white teenagers and those in higher-income families.
   Sixty percent of the sexually active women aged 15 to 19 reported having had two or more sexual partners. More than one third of all teenage girls used no contraceptives at first intercourse (Forrest & Singh, cited in "Sexual and Reproductive Behavior," 1991; Simons et al., 1991; Sonenstein, Pleck, & Ku, cited in "Sexual and Reproductive Behavior," 1991). A survey of 1,000 teens (male and female) conducted by Louis Harris and Associates (Ameri-

can Teens Speak, 1986) revealed that the four top reasons why teens do not delay sex are:

- Peer pressure
- Boys pressuring girls
- Curiosity
- Everybody does it

Sexual gratification as a reason for not delaying sex was listed by only 5% of the female respondents and 10% of the males.

It is interesting to compare these top four reasons identified by teens themselves and some reasons noted by adults who work with teens (Gaston, 1987).

- A lack of self-esteem and self-confidence: Teens with low self-esteem often agree to sexual activity because it makes them feel that someone cares about them. Adolescents with low self-confidence find it very difficult to resist peer pressure because they are afraid that saying no may result in a boyfriend or girlfriend rejecting them.
- Media influence: Television, film, radio, and advertising are giving teens some powerful messages about sex. Research finds that U.S. teens see 14,000 scenes involving sexual behavior a year on prime-time television (Gibbs, 1993). Add to this the images they view and words they listen to on MTV and on radio. Teens today are literally bombarded with sexual innuendoes, out-of-wedlock sexual activity, and pregnancies. Wherever they look, today's adolescents are being encouraged to be sexually active.
- Drug and alcohol activity: With the availability of alcohol and drugs, adolescents are at high risk for making sexual decisions while under the influence. Much sexual activity among teens does occur when they have been drinking and using drugs and their inhibitions are relaxed. It is very difficult to say no or think about consequences of choices when drunk or using drugs.
- Parent-teen problems: Research substantiates that the quality of the relationship between teens and their parents contributes to a teen's decision to engage in premarital sex (Thompson &

Sherwood, 1989). Strong and close relationships between mothers and their daughters can prevent young women from early initiation of sexual relationships. In those families where parent-teen relationships are marked by anger, hostility, and disrespect, becoming sexually active may be a way to rebel against parents.

- Lack of information: Most teens cannot pin down where they learned about sex. They will, when asked, claim that they learned from friends, neighbors, books, school classes, and parents. However, many parents are uncomfortable talking with their children about sex and avoid the responsibility. Unfortunately, not all schools offer classes in human sexuality, and consequently, too many adolescents are left with either too little information or inaccurate information about reproduction, contraception, and sexually transmitted diseases. Issues involving emotions, intimacy, commitment, and the social and economic consequences of premarital sex are seldom mentioned in sex education classes (Gibbs, 1993).

8. Following the minilecture, ask the students to compare and contrast the reasons for teen sexual activity offered by adult professionals who work with teens with those offered by teens themselves in the Harris poll.
   - What similarities are apparent?
   - What differences are apparent?
   - On the basis of their own experiences, do the students agree with the reasons raised by the "experts"?
9. Using the combined lists of the class, the student poll, and the minilecture, ask the students to meet in small groups or pairs to select two to three of the listed reasons for teen sexual activity and generate a "solution" for each reason. Solutions can be presented in the form of an essay, poem, newspaper article, song, play, dance, collage, painting, or video. Some possible solutions are:
   - Providing teens with accurate, reliable information
   - Making family counseling available

- Improving adolescents' self-confidence and self-esteem
- Providing parenting classes in schools
- Teaching problem-solving and decision-making skills
- Offering sex education classes for parents and teens
- Helping parents communicate with their teens about responsible sexual behavior, peer pressure, and values expressed in the media

10. Introduce the concept of abstinence with the following statements from the worksheet:
    A. My parents tell me to wait until I am older to have sex.
    B. My parents tell me not to have sex until I am married.
    C. My parents tell me it is OK with them if I have sex as long as it is "safe sex."
11. Ask the students to fast-forward their time machine 20 years into the future and assume they are the parents of two adolescent children, one male, one female. Given the three choices listed on the worksheet, which parent would they be, A, B, or C? Why? Allow time for the students to record their responses on the worksheet before opening up the question for class discussion.
12. Direct students' attention to the list on Part Three of the worksheet: Reasons to Choose Abstinence. Conduct a class discussion about the reasons offered by asking:
    - What are the apparent advantages of abstinence as a sexual choice?
    - If as a parent you were asking your teen to choose abstinence, which of the reasons offered would be most important to you?
    - What other reasons can you think of to add to this list?
13. As a closing activity ask the students to prepare for a panel discussion on the topic "Deciding About Sex—Choosing Abstinence." Ask the class to select five panelists to be responsible for delivering a 2-minute opening statement. The remainder of the students are to write at least two questions each to pose to the panel.

Worksheet 23: Deciding About Sex

Part One

1. Use the space below to record two or three ideas you have about the following question: *Why are young people today choosing to become sexually active so early?*

2. Share your ideas in your small group and compile a single list to present to the class.

3. Using the class list and the information shared by your teacher, select two of the listed reasons for teen sexual activity. In your small groups brainstorm possible solutions for each reason you have chosen.

   Reason A:

Solution A:_____

_____

_____

Reason B:_____

_____

_____

Solution B:_____

_____

_____

Part Two

1. Consider the following statements:
   A. My parents tell me to wait until I am older to have sex.
   B. My parents tell me not to have sex until I am married.
   C. My parents tell me it is OK with them if I have sex as long as it is "safe sex."

2. Pretend it is 20 years in the future and you are the parent of two teenagers, one boy, one girl. Given the three choices listed above, which parent would you be, A, B, or C? Why?

_____

_____

_____

_____

3. Discuss your choice and the reasons for your choice with your classmates.

Part Three: Reasons to Choose Abstinence

Abstinence contributes in positive ways to a teen relationship by allowing the couple to build a friendship based on mutual interests and mutual respect.

Abstinence encourages teens to find other ways to have fun, to enjoy their friends, and to express feelings of love.

Abstinence reduces the risk of unwanted pregnancies.

Abstinence reduces the risk of sexually transmitted diseases such as herpes, gonorrhea, and AIDS.

Abstinence reduces the risk of violating spiritual and family values.

1. What are your reactions to these statements about abstinence?

_____

_____

_____

2. What are the advantages of abstinence as a sexual choice?

_____

_____

3. If you were a parent asking your teen to choose abstinence, which of the reasons offered would be most important to you?

_____

_____

4. What other reasons can you think of to add to this list?

_____

_____

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Lesson 24: Kids Having Kids

Teacher's Guide

Rationale: Teenage pregnancy is a national problem. "U.S. teenagers have one of the highest pregnancy rates in the western world"("Teenage Sexual," n.d., p. 1). More than one million teens a year become pregnant. The cost to U.S. taxpayers is $25.05 billion in federal assistance to families begun by a birth to a teen (Teenage Pregnancy, 1992). The personal consequences to the teen mothers and fathers are not so easily measured.

Objective: To provide students with accurate information about the consequences of teen pregnancy and thereby motivate them to decide to delay sexual activity.

Activities:

1. Ask the students to spend 2 minutes writing their reactions to one of the following statements:
   A. "Sex is not for kids, and abstaining from sexual relationships is in the best interest of teenagers themselves and society at large" (Lickona, 1991, p. 349).
   B. "The babies of teenage mothers, compared to infants born to women in their twenties, are more likely to be abused; held back in school; exhibit behavior disorders; have emotional problems; become drug-addicted; and, later in life, become teenage parents themselves" (Kenny, 1987, quoted in Lickona, 1991, p. 350).
2. Allow time for students to share their reactions, opinions, and emotions about these charged statements.
3. Suggest to the students that they may want to see if their points of view change after they have completed this lesson. Share the lesson objectives with the class.
4. Deliver a minilecture using the following data:
   - Every year in the United States 1 out of 10 teens between the ages of 15 and 19 becomes pregnant. More than 20,000 girls aged 14 or younger

become pregnant. Thus, on the average, 3,000 adolescent or preadolescent girls become pregnant each day. Seventy-five percent of these adolescent pregnancies occur to young women who do not practice contraception. A startling 80% (four out of five) of adolescent pregnancies are conceived out of wedlock (Page & Page, 1993).

- Of the more than one million U.S. teenagers who become pregnant yearly, about 50% will deliver a child, 36% will choose to have an abortion, and approximately 14% will terminate in a miscarriage ("Teenage Sexual," n.d.).
- Minority teens (Black, Hispanic) account for 27% of the adolescent population, but have about 40% of the adolescent births and 57% of the births to unwed teenagers (Teenage Pregnancy, 1988).
- The composite profile of the average unwed teen mother looks like this (Thompson & Sherwood, 1989):
  A. Her mother (or sister) was also a teen mother.
  B. She is younger than 18 years of age, was raised in a single-parent home, lives in an urban area, is poor, and is an ethnic minority.
  C. Academically behind in school, she has a low G.P.A. and will probably not receive a diploma.
  D. She has low self-esteem, feels she has no control over her life, and uses sex to fill a love void in her life.
  E. She has sexually permissive friends and a family that tolerates early sexual activity and pregnancy.
  F. She does not use contraceptives and has no access to free, confidential family planning services.
- A 1986 Harris poll (Teenage Pregnancy, 1988) found that teenage boys (as well as girls) are most likely to become an unwed parent if they:
  A. Are living in poverty

B. Have low self-esteem
C. Have poor academic skills

- Male teens are generally more ignorant about sexuality, contraception, and pregnancy than are females.
- Teenage fathers are three times as likely to have poor academic skills and drop out of school than adolescent males who delay parenthood (Teenage Pregnancy, 1988).
- Teen parents are at greater risk of socioeconomic disadvantage throughout their lives. They generally are less educated, have larger families, and are dependent on public assistance (Hayes, cited in "Sexual and Reproductive Behavior," 1991).
- The Center for Population Options reported that there was a 16% rise from 1986 to 1990 in adolescent childbearing costs—from $17.9 billion in 1986 to $25.05 billion in 1990 to cover the single-year costs of AFDC, Food Stamps, and Medicaid (Teenage Pregnancy, 1992).
- Because they tend not to complete their education, teen mothers are twice as likely as other mothers to be on welfare and stay on welfare longer. Those who do work receive lower wages and accumulate less work experience than do women who have their first child in their 20s (Teenage Pregnancy, 1988).
- The children of teenage mothers are at greater risk of lower intellectual and academic achievement and more behavior problems than are children of older mothers. "The younger the mother, the greater the chance that she and her baby will experience health problems due to poor nutrition, delayed prenatal care and other lifestyle habits, such as drugs, alcohol, and tobacco" (Hayes, cited in "Sexual and Reproductive Behavior," 1991, p. 5).

5. Following the minilecture divide the class into groups to further brainstorm the consequences of teenage pregnancy. Assign categories or allow students to select from the following list of those affected by teen pregnancy:
   A. Teen mothers

B. Teen fathers
C. Parents, grandparents, and extended families of teen parents
D. Babies of unwed parents
E. The community/state/nation

6. Ask the students to plan to interview people directly or indirectly affected by teen pregnancy, such as, teen parents, their families, their children, social workers, doctors and nurses, and school officials.
7. Encourage the class to develop interview questions that include:
   A. Completion of education
   B. Socioeconomic status
   C. Health issues
   D. Emotional costs to teen parents, their babies, and their families
   E. Costs to taxpayers
8. Allow time for each group to report back to the entire class.
9. Ask the groups to write a joint report of their findings. The finished product could include essays, case histories, role plays, poems, songs, and artwork.
10. Ask the students to think about and react to the following excerpt from an *Oakland Tribune* editorial: "Teenagers are receiving mixed messages from a society that encourages while simultaneously condemns pre- and extramarital sex" ("Pregnancy as a Plot Device," 1991, p. C6). Do they agree? Why or why not?
11. To assist students in becoming aware of the cultural and media messages about sex that they see and hear daily, ask them to investigate pop culture through videos, TV shows, films, advertisements, lyrics to songs, magazines, or live theater. Students may select or be assigned to:
    - Watch TV for 2 to 3 hours for several days and record the number of sexual references, overt sexual acts, and innuendoes.
    - Peruse five or six different magazines written for teen audiences. How many stories focus on

sexual themes? How many ads use sex to sell their product?

- Identify lyrics to songs listened to by teens that are filled with sexual messages.

12. After the students have collected the data and shared them with each other, encourage them to write letters to local newspapers and radio and TV stations in which they tell what they have found and express their concern about the messages they are being given.
13. This lesson offers an opportunity for guest speakers to be heard. Community people involved with, affected by, and concerned about the issues surrounding teen pregnancy could be invited to address the class, answer questions, and share stories.
14. As a closing activity for this lesson, ask the students independently or in groups to develop a plan for a Prevent Teenage Pregnancy Program. The plan should involve parents, friends, teachers, and community people. Encourage the students to include factors like communication skills, education, recreation, peer pressure, self-esteem, and the role of the media in their solutions to preventing teen pregnancy.

Worksheet 24: Kids Having Kids

1. Choose one of the following two quotations and write a brief reaction statement to share with the class:

   A. "Sex is not for kids, and abstaining from sexual relationships is in the best interest of teenagers themselves and society at large" (Lickona, 1991, p. 349).

   B. "The babies of teenage mothers, compared to infants born to women in their twenties, are more likely to be abused; held back in school; exhibit behavior disorders; have emotional problems; become drug-addicted; and later in life, become teenage parents themselves" (Kenny, 1987, quoted in Lickona, 1991, p. 350).

2. Join with two or three others and brainstorm ways in which the individuals and groups of people listed below are affected by teenage pregnancy:

	CONSEQUENCES OF TEEN PREGNANCY
TEEN MOTHERS	
TEEN FATHERS	
BABIES OF UNWED PARENTS	
EXTENDED FAMILIES	
LOCAL COMMUNITY	
STATE	
NATION	

3. Plan to verify your brainstormed list of consequences of teen pregnancy by talking with some of the people who are either affected by or involved with teen parents. Develop a list of questions that you can use for the interviews:

_____

_____

_____

4. "Teenagers are receiving mixed messages from a society that encourages while simultaneously condemns pre- and extramarital sex" ("Pregnancy as a Plot Device," 1991, *p. C6*).
   A. Do you agree that our society sends confusing messages about sex to adolescents? Why or why not?

_____

_____

_____

_____

   B. In what ways does pop culture influence adolescent sexual behavior?

MOVIES, TV, VIDEOS:	
MUSIC AND LYRICS TO SONGS:	
BOOKS AND MAGAZINES:	
ADVERTISEMENTS:	

5. Using all the information you have gathered in this lesson about teen sex and adolescent pregnancy, write a plan for a Prevent Teen Pregnancy Program that can be shared with other classes.

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Lesson 25: Sexually Transmitted Diseases: It Can Happen to You

Teacher's Guide

Rationale: "A congressional report issued in April [1992] warned that HIV, the virus that causes AIDS, is spreading unchecked among the nation's adolescents, regardless of where they live or their economic status" (Kantrowitz et al., p. 45). Each year, approximately 2.5 million teenagers are infected with a sexually transmitted disease (STD). The National Adolescent Student Health Survey (1989) revealed that 30% of the student respondees did not know that most people get a sexually transmitted disease by having sex. About 55% of the students did not know that taking birth control pills is not effective for avoiding STDs, and one fourth of the students taking the survey did not know that using condoms is effective for avoiding STDs.
Because STDs are known to relate to a variety of serious health problems, the results of the National Adolescent Student Health Survey (1989) are disturbing. That so many students are uninformed about how to identify or treat STDs speaks to the need to provide the information that will help them to avoid falling victim to a disease.

Objective: To make students aware of the relationship between high-risk sexual behavior and STDs.

Activities:

1. Share the following story with the class:
   Susie and David are both juniors at Anywhere, U.S.A., High School. They had been dating for about 3 months when they both got a little drunk at a party one night and ended up having sex. Susie was really happy when she got her period that month because they had not used any protection. However, her relief did not last long. She soon became aware of a yellowish vaginal discharge and a burning sensation when she urinated. Susie waited a week or so before mentioning it to David. She was hoping

it was some sort of infection that would just go away. She was shocked, hurt, and frightened when David admitted that he was being treated for an STD known as gonorrhea, or sometimes called the "clap," the "drip," or the "strain." Susie knew that David had been sexually active with other girls for several years, but it never occurred to her that he might have an STD and give it to her.

2. Encourage peer discussion of reactions to the story by posing the following questions:
   A. How realistic is this story?
   B. What high-risk behaviors led to the outcome?
   C. How do most people get an STD?
   D. What is the best way to avoid contracting an STD?
   E. What does Susie need to do now that she knows that she has an STD?
3. Use the information that follows to develop a mini-lecture about STDs. The chart, Common Sexually Transmitted Diseases, can be used on an overhead transparency or as a handout for students.

   About 20 million people are affected by STDs yearly in the United States. Eighty-five percent of all cases of STD occur between the ages of 15 and 30. It is estimated that at least 2.5 million teens become infected each year (Hyde, 1988).

   Although there are some exceptions, a person who is not sexually active will not contract an STD. Therefore, sexual abstinence—avoiding sexual contacts—is the most effective means of prevention.

   A monogamous relationship, or a committed relationship with only one person, offers some protection. However, if either party in a committed or monogamous relationship is infected with an STD from other sexual contacts, there is a risk of infection.

   Sexually transmitted diseases go back to ancient times. Though people did not understand the causes of these diseases, the Old Testament contains descriptions of diseases that were probably syphilis and gonorrhea. STDs are still a widespread problem, despite all we know about their causes and treatment. Several reasons for this have been offered by researchers. People today tend to become

sexually active at an earlier age than did their parents; they marry later and most have more sexual contacts during their long period of singlehood. Consequently, more people are exposed to the risks and dangers of STDs (Page & Page, 1993). The most frightening sexually transmitted disease is Acquired Immunodeficiency Syndrome (AIDS). HIV (Human Immunodeficiency Virus), the virus that causes AIDS is transmitted from person to person. Both heterosexuals and homosexuals can be carriers of the disease. Those most at risk for developing AIDS are those who:

- Have multiple sex partners
- Engage in high-risk sexual practices such as oral-genital or anal-genital contacts
- Use illicit drugs by injecting them into their bloodstreams (Page & Page, 1993)

> Due to the high frequency of sexual activity, failure to use condoms and spermicides, physiological factors, inadequate health care, drug involvement, and the chain effect resulting from experimentation with homosexual contact, teenagers are particularly vulnerable to contracting AIDS (Thompson & Sherwood, 1989, p. 235).

AIDS is now the sixth leading cause of death among 15- to 24-year-olds. From 1989 to 1992 there was a 77% increase in the number of 13- to 24-year-olds diagnosed as HIV positive (Gibbs, 1993).

The riskiest sexual behavior is vaginal, anal, or oral sex without a condom. The safest behavior is abstinence from sexual contact.

4. Use the chart, Common Sexually Transmitted Diseases, to generate a discussion about early signs of an STD, such as, discharge from a sex organ, pain when urinating, lower abdominal pain in females, sores, or lesions. Have students use the worksheet to develop a list of common early signs of STDs.
5. Ask the students to meet in groups to discuss and rate the appropriateness of each action on the chart included in the worksheet.
6. Facilitate a brainstorming session during which students identify sources of STD information and treatment, such as, public health departments, the

Center for Disease Control, local physicians, neighborhood clinics, Planned Parenthood clinics, public libraries, school nurses, school libraries.

7. Closing activities may include:
   A. Creating a classroom library of information about STDs, including symptoms, treatment, and sources
   B. Writing a radio or TV show for teens that focuses on the relationship between risky sexual behaviors and STDs

COMMON SEXUALLY TRANSMITTED DISEASES		
DISEASE	**SYMPTOMS**	**TREATMENT**
CHLAMYDIA	Most prevalent in young women. A bacterial infection caused by a parasite. Major cause of sterility in women. Most women are not aware they are infected . . . have no symptoms. Symptoms similar to those of gonorrhea.	If detected early can be treated with antibiotics.
GONORRHEA	Most women are asymptomatic. In females infection can lead to pelvic inflammation disease. Gonorrhea germs can cause blindness if spread to eyes. Infection in males can lead to testicle inflammation . . . may cause sterility. Painful urination; pus discharge from genitals; lower abdominal pain and vaginal bleeding are also female symptoms.	If detected early can be treated with antibiotics.
HERPES	A noncurable virus infection. Type 1 and Type 2 herpes simplex viruses can be transmitted sexually. These viruses are very contagious. Painful, blisterlike sores . . . may appear on mouth, face, or sex organs. Fever, muscular aches, and swollen glands. Symptoms may disappear but virus remains in body . . . can recur.	No cure—treatment focuses on relieving pain and discomfort.

DISEASE	SYMPTOMS	TREATMENT
HERPES	Herpes can be spread from mother to her baby during vaginal delivery. Herpes can be fatal for an infant who contracts it during delivery or in the uterus.	
GENITAL WARTS	A viral condition, the warts are often too tiny to see. Can grow large enough to obstruct urethra, vagina, or anus. Highly contagious, spread through sexual contact. Women with genital warts run a higher risk of having cervical cancer. Warts can be passed on to babies during delivery.	Remove surgically. Freeze with liquid nitrogen. Dissolve with chemicals.
AIDS	Sexual intercourse is the primary mode of transmission; can be contracted through needle sharing. Caused by Human Immunodeficiency Virus (HIV). HIV targets and destroys certain white blood cells that are essential to the functioning of the body's immune system. One is infected for life. Those with AIDS die from AIDS-related illnesses within 5 to 10 years.	No cure. Education to curb spread of disease.
SYPHILIS	Caused by a bacterium. Untreated syphilis goes through 3 stages: 1. A sore or lesion (chancre) that appears at site where the bacterium entered the body (10 days to 3 months after initial exposure). 2. After the chancre disappears other symptoms appear (i.e., fever, sore throat, headaches, skin rash, loss of appetite, patchy hair loss). 3. When the symptoms disappear syphilis has entered the latency stage. Late-stage syphilis may result in blindness, paralysis, heart damage, mental illness, and death.	If detected early can be treated effectively with antibiotics.

Sources: (Gray & House, 1989; Hyde, 1989; Page & Page, 1993).

C. Role plays in which students assume the voice of an STD and "tell all about themselves"
D. Guest speakers who can address the problems involved with adolescent vulnerability to STDs

Worksheet 25: Sexually Transmitted Diseases: It Can Happen to You

1. Use the space below to list the high-risk behaviors that can lead to contracting a sexually transmitted disease (STD).

BEHAVIOR	RATING	BEHAVIOR	RATING

Rate the behaviors you have identified as risky using the following:
D = Dangerous
U = Unsafe
S = Safer
MS = Most Safe

2. Use the information on the chart, Common Sexually Transmitted Diseases, to select six of the most common early signs of an STD:

_____

_____

_____

_____

_____

_____

3. Use the following chart to rate the appropriateness of the listed actions to take if you suspect that you might have an STD.

ACTIONS TO TAKE IF ONE HAS SIGNS OF STD	APPROPRIATENESS OF ACTION
Tell sexual partner	Helpful_____ Not Helpful_____ No Effect_____
Take aspirin	Helpful_____ Not Helpful_____ No Effect_____
Take more vitamins	Helpful_____ Not Helpful_____ No Effect_____
Eat more apples and oranges	Helpful_____ Not Helpful_____ No Effect_____
Get tested for STD	Helpful_____ Not Helpful_____ No Effect_____
Wait to see if symptoms go away	Helpful_____ Not Helpful_____ No Effect_____
Call Veneral Disease Hotline	Helpful_____ Not Helpful_____ No Effect_____
Stop having sex	Helpful_____ Not Helpful_____ No Effect_____
Talk to school nurse	Helpful_____ Not Helpful_____ No Effect_____
Ask school counselor for advice	Helpful_____ Not Helpful_____ No Effect_____

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Part IV: Student Assessment

1. Ask the students to once again project themselves into the future and see themselves as parents of adolescents. They are to write a letter to their children in which they address their knowledge of teen sexual behavior, the problems involved in early sexual activity, and their understanding of the advantages of abstinence as an adolescent sexual choice.
2. Direct the students to meet in small groups to read and critique each other's letters.
3. Collect letters for grading.

PART V

SEXUAL EXPLOITATION

Of the 8th- and 10th-grade adolescent women responding to the *National Adolescent Student Health Survey* (1989), nearly one in five (18%) reported that someone had tried to force them to have sex outside of the school setting. Almost 6% of these young teens stated that they had been sexually victimized while at school.

> Sexual assault in the high school community is now at epidemic proportions. One in four women are victims of rape or attempted rape and the majority of these rapes are acquaintance rapes, where the attacker was someone that the victim already knew. (Simon & Harris, 1992, p. 1)

Given the available statistics, a book about adolescent relationships would be incomplete without a section on acquaintance and date assaults.

Although adolescent males may view the topic of date rape as emphasizing the negative aspects of teen dating relationships, it is important for young men to understand the different messages given to males about gender roles and sexual activity. The Children's Defense Fund publication, *What About the Boys? Teenage Pregnancy Prevention Strategies* (1988), offers the following summary of what is known about adolescent sexual activity:

When compared with adolescent girls, adolescent boys:

- Are more likely to be sexually active and to have initiated sexual activity at earlier ages
- Rank sex as a higher priority, although not as their top priority
- Are more likely to think that becoming sexually active at an early age or before marriage is acceptable
- Are less likely to require commitment to their partner as a prerequisite to becoming sexually involved
- Are less likely to cite pressure from partners as the reason for becoming sexually active
- Are more likely to be proud of having lost their virginity, and much less likely to regret it (p. 5)

These attitudes and behaviors are shaped by society's double standard of appropriate sexual behavior. By changing the link between "manhood" and sex, by offering to young men new images of what it means to be a man, and by teaching the responsibilities of parenthood, we are likely to change the attitudes that make sexual assault so prevalent in our society.

Myrian Miedzian, author of *Boys Will Be Boys: Breaking the Link Between Masculinity and Violence* (1991), suggests that as a society we can nurture significantly less violent males by teaching boys to experience their emotions, to feel empathy, and to be comfortable with emotional commitment. In an interview with the editors of *Family Life Matters*, Miedzian said: "I am totally convinced that if child-rearing classes were to be made mandatory . . . starting from grade five . . . it would change the way men perceive themselves. . . . The twenty-first century paradigm of maleness may involve being in touch with one's feelings, being empathic, and caring and nurturing children" ("Myrian Miedzian on Boys," 1994, p. 3).

It is only through an open and honest discussion of the prevalence of peer sexual exploitation that teens can avoid dating violence. As their circle of dating partners expands, according to Alan McEvoy (1991), high school students, especially 11th- and 12th-grade females, are particularly vulnerable to acquaintance/date rape.

The physical, emotional, and social effects of dating violence can be very serious, sometimes influencing relationships over a lifetime. As the results of an American Association of University Women survey reveal (*Hostile Hallways*, 1993), sexual harassment in our schools is a widespread problem that requires attention. Unwanted, unwelcome sexual advances, comments, and behavior impact both female and male students in negative ways, educationally, emotionally, and behaviorally (Eaton, 1993). Educational activities that help students to identify sexual behavior and to analyze for themselves why sexual harassment is offensive are more likely to change behavior, according to Susan Eaton (1993), than is merely imposing punitive consequences.

The lessons in Part V are intended to provide information to both male and female students about what constitutes dating violence and sexual harassment and how to avoid them.

10

ACQUAINTANCE/DATE RAPE

What Every Adolescent Needs to Know

Lesson 26: What Is Dating Violence?

Teacher's Guide

Rationale: Acquaintance/date rape accounts for four out of five rapes ("Preventing Acquaintance Rape," 1991). The incredibly high incidence of nonconsensual sexual intercourse among our nation's adolescents reflects the growing violence that surrounds U.S. youth.

Because date rape can be viewed as an educational issue that directly affects school climate and culture, it is more than appropriate that schools assume some responsibility for teaching about relationship violence. Students need to know what is meant by the phrase "dating violence." They need to understand how sexual assault is legally defined and they need to be able to identify the differences between the myths and realities of sexual exploitation.

Objectives: To ensure that the students:

1. Know the definitions of sexual assault
2. Can distinguish between the myths and realities of sexual exploitation
3. Can identify the social/cultural factors that influence sexual behavior and dating violence

Activities:

1. Share the following story with the class:
   Maria and Chad had been dating for several weeks. Their relationship was getting more serious and more intimate. Their dates had involved some consensual sexual contact—kissing and touching above the waist—but they had not had intercourse.
   They went to a movie and then back to Maria's house. Her parents would not be home until quite late. Maria and Chad went to her bedroom to have a beer, to talk, and to watch TV. Soon they began to kiss. They were having a good time being together. But then Chad started to touch Maria below the waist. Maria liked and was comfortable with the kissing and above-the-waist touching, but she did not want to go any further than that. She told Chad to stop, saying no as emphatically as she could, but Chad kept going. He unzipped her jeans and told her that he loved her and that she wanted it as much as he did. Maria was scared. She tried to get him off her, but she was unsuccessful.
   After Chad went home, Maria took a bath and went to bed. The next morning she did not tell her parents or anyone else about what had happened. She was afraid that no one would believe that she had said no, especially because she and Chad were in a dating relationship.
2. Allow time for both male and female students to react and respond to the question: What happened to Maria? The class discussion should focus around these issues:
   - Was Maria raped? Why or why not?
   - Would anyone believe Maria if she said that she had been raped? Why or why not?
   - How could Maria have protected herself?

3. Tell the class that what happened to Maria is called date rape, forced sexual intercourse. Although the legal definition of rape varies from state to state and even nation to nation, most definitions distinguish several degrees of sexual assault:
   - First-degree sexual assault (rape) refers to sexual penetration by a part of a person's body or by an object into the genital, oral, or anal openings when there is:
     A. Force or coercion
     B. Inability (mental or physical) to communicate unwillingness to engage in an act

   Physical resistance or verbal refusal is not required for lack of consent. For example, a person who is very drunk or asleep may be considered unable to give consent.
   - Second-degree sexual assault refers to sexual contact where there is intentional touching of a person's genital area or buttocks, or a woman's breasts when there is:
     A. Force or coercion
     B. Physical or mental unwillingness to engage in such an act
   - Third-degree sexual assault is sexual penetration by a person 18 years or older of a person over 14 but under the age of consent, 16 years of age. Younger victims are covered by first- and second-degree assault.
   - Acquaintance rape is sexual assault where the attacker is known to the victim. Under the law, acquaintance rape is not considered a lesser offense than is stranger rape. Acquaintance rape is not a separate category—rape is rape (McEvoy, 1992).
4. As a follow-up to the discussion on degrees of sexual assault, consider the following activities:
   A. Invite a local criminal law attorney; rape crisis center volunteer, counselor, or therapist; or rape victim to offer a panel presentation
   B. Assign groups to research your state's laws relating to sexual assault
5. Introduce the chart, Myths and Realities About Relationships and Date Rape, on Worksheet 26.

Divide the students into groups to complete the chart exercise.

- Explain to the students that they are to challenge each myth by writing the reality in the space provided. Tell them that if they believe the myth is a reality, they must provide evidence to substantiate their point of view.
- Allow time for students to share, discuss, and where necessary, debate their responses.

6. Facilitate a brainstorming session based on the following question: What social/cultural factors contribute to the myths of date rape?
   - Post all suggestions on the blackboard or a large piece of paper. Suggestions may include:
     Lack of sexual information
     Gender role stereotypes
     Popular culture
     Media/music/lyrics
     Sexual myths/fantasies
     Pornography
     Poor communication skills
     Poor decision-making skills
     Unassertive behavior
     Immature/unhealthy sexual attitudes
     Alcohol/drug abuse
7. Direct the students to work collaboratively in small groups to select the cultural/social factors that contribute to the myths of date rape. Using Worksheet 26, Part Two, ask each group to develop a plan for changing the negative factors to positive ones, for example, lack of sexual information becomes a plan for community-supported sex education.
8. As a closing activity ask the students to work in their collaborative groups to develop a quiz about date rape that could be used as a peer quiz exchange as well as a survey instrument for students in other classes, friends, and family.

Worksheet 26: What Is Dating Violence?

Part One: Myths and Realities About Relationships and Date Rape

MYTHS	REALITY
Women like men who are aggressive and in control.	
Men like women who are passive, obedient and _____ .	
Some women are inviting rape by the way they dress and act.	
When a date says "NO," she really does not mean it.	
A woman "owes" a man who spent money on her.	
If a woman tells that she has been raped, people will say that it was her fault.	
Women prefer to be mistreated than to be without a boyfriend.	
Women claim they were raped to get a man in trouble.	

Part Two

1. From the class-brainstormed list, select four of the negative social/cultural factors that contribute to the myths of date rape.
2. Work with your group to develop a plan for changing the factors you have chosen to positive actions that can help to dispel the myths.

NEGATIVE FACTORS	POSITIVE FACTORS

3. Share your positive factors with your classmates. Add to your own list.

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Lesson 27: Acquaintance/Date Rape: Prevention Strategies

Teacher's Guide

Rationale: The 24th Annual Survey of High Achievers is based on 1,957 completed questionnaires of demographically selected 16-, 17-, and 18-year-old students who are listed in Who's Who Among American High School Students. The report revealed that sexual violence and date rape are frequent experiences for these "A" and "B" students.

Twenty-three percent of all the female students surveyed said that they had been raped or sexually assaulted (Sadowski, 1993). It seems apparent from this significant number that sexual exploitation by peers among high school students is cause for serious concern.

To avoid fulfilling the role of victim in a dating relationship, students must have the knowledge required to make informed decisions. Knowing how to identify potential abusers, how to prevent dating violence, and what to do if they are sexually exploited can help students avert the pain and trauma of date rape.

Objectives: To teach students:

1. To be able to recognize and describe the indicators that can alert adolescents to the possibility of an exploitive dating relationship
2. To identify the strategies that can be helpful in preventing dating violence
3. To know what to do if involved in a sexually exploitive relationship

Activities:

1. Share the following quote from the Rolling Stone interview with the Lakewood Spur Posse: "Any guy is going to love to have sex. . . . If you have to throw a line or two to get it, you're going to do it. The famous one is 'Let's hook up' or 'Where you been?' meaning 'Where you been all my life?' Or . . . you go, 'Oh, I'm in love,' and a girl will smile or something, and that's about it" (p. 58). By Jennifer Allen. From Rolling Stone, July 8, 1993. By

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Tell the class that the Lakewood Spur Posse is a group of nine Lakewood, California, high school males aged 15 to 18 who were arrested in March 1993 on suspicion of sexual assault. They were accused of rape by intimidation, forcible rape, unlawful intercourse, oral copulation, and child molestation. All of the alleged victims were under 17 years of age. One was 10. All but one of the nine white, male high school students were set free within a week of the arrest. The Lakewood, California, District Attorney's office stated that "it does not file charges in unlawful intercourse cases if the minors involved are of roughly the same age and social experience" (Allen, 1993, p. 54).

2. Divide the class into mixed-sex groups of four to six students and ask them to discuss the quote and data about the Spur Posse using the following questions:
   A. What values and attitudes toward gender roles and sexual activity are revealed in the statement by the Spur Posse member?
   B. How does this statement relate to the myths and realities about relationships and date rape discussed in Lesson 26?
   C. If you are a female, would you choose to date the young man who made this statement? Why or why not?
   D. If you are a male, how would you feel about your sister dating this person? Explain.
3. Allow students sufficient time to discuss each of the questions listed above. Direct the groups to use Worksheet 27, Part One, to summarize their positions.
4. Introduce the list of characteristics and situations that can be used to identify a potentially unhealthy or exploitive relationship. Tell students that research has shown that there are distinct warning signals that reveal the possibility that a dating partner will prove violent and exploitive. Therefore, teenagers need to be cautious about dating someone who:
   - Uses alcohol or other drugs

- Becomes verbally or physically abusive when under the influence of drugs or alcohol
- Comes from a family with a history of domestic violence
- Is prone to angry, violent, jealous, or threatening outbursts
- Has in the past pushed or hit you or thrown something at you
- Does not respect your needs or wishes when there is a disagreement between you; always has to "win"
- Makes disparaging remarks about women or men, such as, "Men are pigs!" or "Women are only good for one thing!"
- Enjoys pornography
- Has been known to be violent toward former dating partners
- Has forced you to have sex when you did not want to do so (McEvoy, 1991)

5. Ask the students to respond to Questions 1 through 4 on Worksheet 27, Part Two. Allow time for class discussion of their responses.
6. Introduce the letter to the Teen Adviser. Have the students in small groups or individually write a response to the exploited teen.
7. After they share their responses in their groups, encourage them to use the statements in Question 6 of Worksheet 27, Part Two, to assess the validity of their advice.
8. Write on a large piece of paper or the blackboard: It is possible to build healthy relationships and prevent dating violence. Distribute large pieces of newsprint and felt pens. Ask students to form groups and brainstorm ways in which dating violence can be prevented. Allow 5 to 10 minutes for them to record their ideas. Ask the groups to post their results and report to the class as a whole. Possible responses include:
   - Talk to dating partner before first date; tell him or her what your expectations are in a dating relationship.
   - Avoid dangerous places and situations.
   - Do not use alcohol or other drugs.

- Be assertive.
- Carry some money and know your own way home.
- Be selective in choosing a dating partner.
- Trust your feelings.
- Know your rights.

9. Direct the students' attention to Worksheet 27, Part Three. Ask them to categorize the items from the brainstormed list under the headings provided. For example:

Communication	**Avoid Danger**
Talk about expectations	Avoid dangerous places
Be assertive	Do not use alcohol or other drugs

10. As a closing activity for this section of Lesson 27, invite a law enforcement official, a school counselor, or a Rape Crisis Center specialist to come to class to discuss date/acquaintance rape prevention with the students.
11. Review the letter from the teen in Worksheet 27, Part Two. Ask the students if they can identify a reason for ending the relationship described in the letter, such as disagreement about sexual rules, lack of respect, sexual assault.
12. Divide the students into groups to plan role plays that address the following:
    A. One partner making the decision to end the relationship and choosing a "safe place" for the meeting with the "other"
    B. A conversation between the dating partners in which reasons for ending the relationship are explained
13. As each group performs its role play, ask the rest of the students to assess the situation in terms of:
    A. What were the problems in the relationship?
    B. Was the decision to end the relationship a wise one? Why or why not?
    C. Was the place for the meeting "safe"? Why or why not?
    D. Were the reasons for ending the relationship clearly explained?
    E. What suggestions would they make to help the partner ending the relationship?

Worksheet 27: Acquaintance/Date Rape: Prevention Strategies

Part One: Recognizing the Possibility of an Exploitive Relationship

In your group discuss the following statement made by a member of the Lakewood Spur Posse:

> Any guy is going to love to have sex. . . . If you have to throw a line or two to get it, you're going to do it. The famous one is "Let's hook up" or "Where you been?" meaning "Where you been all my life?" Or . . . you go, "Oh, I'm in love," and a girl will smile or something, and that's about it. (Allen, 1993, p. 58)

1. What values and attitudes toward gender roles and sexual activity are revealed in the statement?

GENDER ROLE	SEXUAL ACTIVITY

2. How does the Spur Posse member's statement relate to the myths and realities about relationships and date rape discussed in Lesson 26?

3. If you are a female, would you choose to date the Spur Posse member who made the above statement? Why or why not?

_____

_____

_____

_____

4. If you are a male, how would you feel about your sister dating this person? Explain.

_____

_____

_____

_____

Part Two: Identifying Potentially Unhealthy Relationships

RELATIONSHIP DANGER SIGNALS

- Uses alcohol or other drugs
- Becomes verbally or physically abusive when under the influence of alcohol or other drugs
- Comes from a family with a history of domestic violence
- Is prone to angry, violent, jealous, or threatening outbursts
- Has in the past pushed or hit you or thrown something at you
- Does not respect your needs or wishes when there is a disagreement between you; always has to "win"
- Makes disparaging remarks about women or men, such as, "Men are pigs!" or "Women are only good for one thing!"
- Enjoys pornography
- Has been known to be violent toward former dating partners
- Has forced you to have sex when you did not want to do so

1. Do any of the signals listed above apply to someone you have dated in the past? Are currently dating?

2. Which of the signals do you consider to be most detrimental to a healthy relationship? Why?

3. How could you use these signals to evaluate the health of your current dating relationship?

4. "No one should ever tolerate physical or sexual aggression in a dating relationship." Do you agree with this statement? Why or why not? Please explain:

5. Pretend you are the writer of an advice column for teens. You have received the following letter from a 16-year-old girl. How would you respond?

Dear Teen Adviser:

Please help me. I am 16 years old and dating a boy who is 2 years older than I am. He is handsome and smart and everyone likes him. All of his friends are part of the most popular group at school. I feel important and proud when I am with him. But nobody knows how mean he can be, especially when he's been partying. Last night, when he took me home, he was really mad because he thought I was flirting with one of his friends. He was yelling at me and even slapped me, hard, in the face when I told him he was imagining it. He said he would only believe me if I had sex with him. I was afraid not to do what he wanted.

My mom has always told me that when a boy respects a girl he never hits her or forces her to have intercourse. I don't want to lose him, but I don't think he does respect me. What should I do?

Confused in Texas

Dear Confused,

Sincerely,
Adviser

6. Share your response with the others in your group. As you critique each other's answers, consider and discuss the following:
   A. It is never OK for a partner to experience abuse or violence in a relationship.
   B. Violence is never part of a healthy relationship.
   C. Healthy relationships are based on trust, love, and respect for the rights and safety of the other.
   D. If you are being physically or sexually exploited in a relationship, you need to end the association immediately.

Part Three

Use the list of ideas brainstormed in class about how dating violence can be prevented to complete the chart below.

WAYS TO PREVENT DATING VIOLENCE	
COMMUNICATION	**AVOID DANGER**

Part Four: Role-Play Assessments

As you view the "ending the relationship" role plays created by your classmates, evaluate each situation in terms of:

1. Where were the problems in the relationship?

_____

_____

2. Was the decision to end the relationship a wise one? Why or why not?

_____

_____

_____

3. Was the place for the meeting a "safe" one? Why or why not?

_____

_____

4. Were the reasons for ending the relationship clearly explained?

_____

_____

5. What suggestions would you make to help the partner ending the relationship?

_____

_____

_____

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11

SEXUAL HARASSMENT

Lesson 28: What Is Sexual Harassment?

Teacher's Guide

Rationale: More than 1,600 public school students—male and female, White, Hispanic, and African American—in grades 8 through 11 were included in a 1993 survey commissioned by the American Association of University Women (AAUW) Educational Foundation. The study, conducted by Harris/Scholastic Research, a division of Louis Harris and Associates, Inc., revealed that sexual harassment is a problem for 81% of our public school students (Hostile Hallways, 1993).

One of the surprising results of the research was the narrow gender gap among the 81% who reported being victims of harassment. Eighty-five percent of the females and 76% of the males said that they had experienced unwanted and unwelcome sexual behavior that interfered with their lives.

Objectives: To enable students to explore the meaning of sexual harassment. After listening to a minilecture about the

types of sexual harassment, where and when it occurs, and by whom, students will be expected:

1. To be able to define the term "sexual harassment"
2. To be able to describe the types of sexual harassment
3. To identify specific forms of sexual harassment from their own experiences and observations

Activities:

1. Write on a large piece of paper or the blackboard: Unwanted Sexual Attention. Ask students to think about the phrase, and when they think they know what it means, to jot down an explanation. Give them 2 to 3 minutes to respond and then ask them to share their ideas with the class. Post all suggestions on a large piece of paper or the blackboard.
2. Ask the students if they have ever witnessed unwanted sexual attention? Have them describe who was involved, what was occurring, and where it was taking place. Tell the class that you understand that this subject may be difficult for some students.
3. After students have shared their experiences, tell them that "unwanted sexual behavior" is a definition for sexual harassment.
4. Present a minilecture on sexual harassment using the information offered below. Ask the students to fill in Worksheet 28 as they listen.
   A. It is common to hear people say that they do not really know what sexual harassment is. Some mistakenly call it flirting, horseplay, love taps, a display of affection, or boys being boys.
   B. However, those who study the behavior we call sexual harassment and the impact of that behavior say that "sexual harassment is not about humor, hormones or sex, but rather about the abuse of power" (Walsh, 1993, p. 1).
   C. Sexual harassment is unwanted sexual behavior. Sexual harassment can be physical, verbal, or nonverbal.
      (1) Physical sexual harassment may include:
         a. Touching, hugging, patting, kissing, grabbing, or pinching
         b. Standing too close to someone or blocking the way

c. Brushing up against someone on purpose or bumping into him or her
d. Molestation or rape

(2) Verbal sexual harassment may include:
a. Catcalls, whistles, rude or vulgar comments
b. Sexual suggestions, remarks, jokes, or innuendoes
c. Insults or threats
d. Sexual stories or rumors
e. Letters, notes, or graffiti dealing with sexual ideas
f. Pressure to go on a date or have sex

(3) Nonverbal sexual harassment may include:
a. Sexual drawings, pictures, or photographs
b. Staring or leering at someone's body or particular body part
c. Suggestions, gestures, looks, or body movements, such as winking, licking one's lips, or pelvic thrusts

D. Sexual harassment can occur at school, at home, on the street, on public transportation, and at work. Public areas are the most common harassment sites, especially for females.

E. At school sexual harassment occurs in hallways, cafeterias, locker rooms, classrooms, libraries, school yards, and private offices.

F. Those who sexually harass tend to be bullies. They need to feel powerful or to express anger toward a particular person or group of people.

G. More females than males experience sexual harassment. In the AAUW study Hostile Hallways (1993), 85% of girls and 76% of boys reported some form of sexual harassment. However, 66% of the girls report that they have been harassed often or occasionally whereas only 49% of the boys report often or occasionally.

H. There are ethnic differences too; 84% of African American females report having experienced sexual harassment compared with 87% of Whites and 82% of Hispanics.

   l. For males, 81% of African Americans have experienced sexual harassment, compared with 75% of Whites and 69% of Hispanics (About Sexual Harassment at School, 1993; Hostile Hallways, 1993; Walsh, 1993).
5. Following the lecture, give the students time to meet in groups to peer-edit their lecture outlines.
6. Ask the students to use the lecture outline to brainstorm specific forms of sexual harassment that they have observed or personally experienced. Ask them to use their worksheet to categorize and record their examples.
7. For closure to this lesson, allow time for the students to identify the most common types, locations, and victims of sexual harassment.

Worksheet 28: What Is Sexual Harassment?

Use this worksheet to take notes while your teacher tells you about sexual harassment.

1. Sexual harassment is _____

2. Types of sexual harassment include:

   A. Physical_____

   _____

   _____

   _____

   B. Verbal_____

   _____

   _____

   _____

   C. Nonverbal_____

   _____

   _____

   _____

3. Sexual harassment occurs:

   A. Out of school_____

   _____

B. In school_____

_____

4. Sexual harassment victims include:

A. Females_____

_____

B. Males_____

_____

C. African Americans_____

Whites_____

Hispanics_____

5. Record at least two personal observations of sexual harassment:

Situation A: What_____

Where_____

Who_____

Situation B: What_____

Where_____

Who_____

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Lesson 29: The Impact of Sexual Harassment

Teacher's Guide

Rationale: The effect of sexual harassment on the self-concept, behavior, and attitudes of both female and male students is serious. Students report losing their self-respect and feeling that they have little or no control in their lives. Many choose not to attend school. Often, they avoid certain classes or refuse to participate in class discussions. Some indicate that they have experienced serious emotional or physical problems as a result of being sexually harassed by peers (About Sexual Harassment, 1993; Hostile Hallways, 1993).
Among the strategies suggested as a means to combat sexual harassment among teens are education and increased awareness (Walsh, 1993).

Objectives: To involve the students in recognizing sexual harassment, assessing the impact that harassment has on victims, and devising ways to prevent sexual harassment from occurring.

Activities:

1. Use the hypothetical situations on Worksheet 29, Part One, to provide students with an opportunity to recognize incidents of sexual harassment.
2. Divide the class into groups and assign one or two of the incidents to each small group. Ask the students to identify the who, what, and why of the situation and to specifically indicate why the scenario is an example of unwanted sexual behavior.
3. Facilitate a discussion by the class as a whole focusing on students' responses to the questions:
   - How is this behavior an example of harassment?
   - Why is this behavior happening?

   Encourage students, both males and females, to share personal experiences with unwanted sexual behavior.
4. Refer the students to the figures depicting the educational, emotional, and behavioral impact of sexual harassment in Worksheet 29, Part Two.

- Ask the students to work in pairs to fill in responses to the questions listed on the worksheet, that is, what is the most serious educational impact of sexual harassment? Emotional impact? Behavioral?
- Allow students to share their responses to the worksheet questions and their analysis of the three charts.

5. As a closure assignment for identifying the ways in which victims are negatively impacted by sexual harassment, ask the students to make a statement about these impacts through one of the following activities:
   A. Write a letter to the editor of the local newspaper
   B. Write an editorial for the school newspaper
   C. Create a role play that demonstrates the negative impact of unwanted sexual behavior
   D. Write a poem or song that tells about the pain of sexual harassment
   E. Conduct a school survey and compare results with AAUW survey findings
6. Ask students to imagine that they have been given the responsibility of developing a Sexual Harassment Policy for their school. What would they want to include in such a policy?
   - Divide the students into pairs or small groups to brainstorm areas to be addressed:
     Definitions of terms
     Statement of problem
     Impact on victim
     Complaint procedures
     Consequences for perpetrators
     Confidentiality issues
   - Share group recommendations, select headings for areas to be addressed, and assign topics to be researched and written.
   - The final product can be printed and shared with student government as well as with school counselors and administrators.

Worksheet 29: The Impact of Sexual Harassment

Part One

As you read the situations that are listed below, think about why the behavior being described is an example of sexual harassment.

1. Roseanne sits between Chad and Mario in her third-period English class. The boys seem to enjoy exchanging obscene jokes and stories. Roseanne cannot avoid hearing them.

   A. Who is the victim?_____

   B. Who is the perpetrator?_____

   C. How is the behavior an example of harassment?_____

   _____

   D. Why is this happening?_____

   _____

2. Lisa was responding to a call slip from the school nurse when she encountered two senior boys on the stairs between the first and second floors. They would not let her pass and began pinching and grabbing her in a sexual way.

   A. Who is the victim?_____

   B. Who is the perpetrator?_____

   C. How is the behavior an example of harassment?_____

   _____

   D. Why is this happening?_____

   _____

3. Earl is a 16-year-old sophomore. He is gay and this term has been active in the Gay and Lesbian Club at school. Since his coming out, Earl has been called names, had sexually explicit messages written on the walls of the boys' bathroom about him, and been spat upon.

   A. Who is the victim?_____

   B. Who is the perpetrator?_____

   C. How is the behavior an example of harassment?_____

   _____

   D. Why is this happening?_____

   _____

4. Zoey has become aware of whispers and giggles as she walks from class to class. After 2 weeks of having this happen, Zoey confronted two of the girls doing it. They told her that the whole school knows what she has done with the entire football team.

   A. Who is the victim?_____

   B. Who is the perpetrator?_____

   C. How is the behavior an example of harassment?_____

   _____

   D. Why is this happening?_____

   _____

5. Tony is shorter and thinner in build than many of the boys in his class. Last week Tony was "depantsed" when he entered the boys' bathroom.

   A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

D. Why is this happening?_____

_____

6. Sandy has asked the assistant principal to move her locker. For the past 3 weeks there has been either a sexually inappropriate message or drawing left every day after the lunch hour.

A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

D. Why is this happening?_____

_____

7. Bert and Stan were reported to school officials. Tiffany has accused them of cornering her in the hallway at school and forcing her to kiss them before they would let her go on to class.

A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

D. Why is this happening?_____

_____

8. Michelle has asked Joe not to slap, pinch, or in any way touch her buttocks when he passes her at school or on the street.

A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

D. Why is this happening?_____

_____

9. Debby's locker is next to Jordan's. She has asked him to take down the photograph he has posted of a couple involved in oral sex. Jordan's response was that it was his locker and if she did not like it, she need not look at it.

A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

D. Why is this happening?_____

_____

10. Keith and his friends keep a daily tally of the number of breasts they get to touch by pretending to fall into female students.

A. Who is the victim?_____

B. Who is the perpetrator?_____

C. How is the behavior an example of harassment?_____

_____

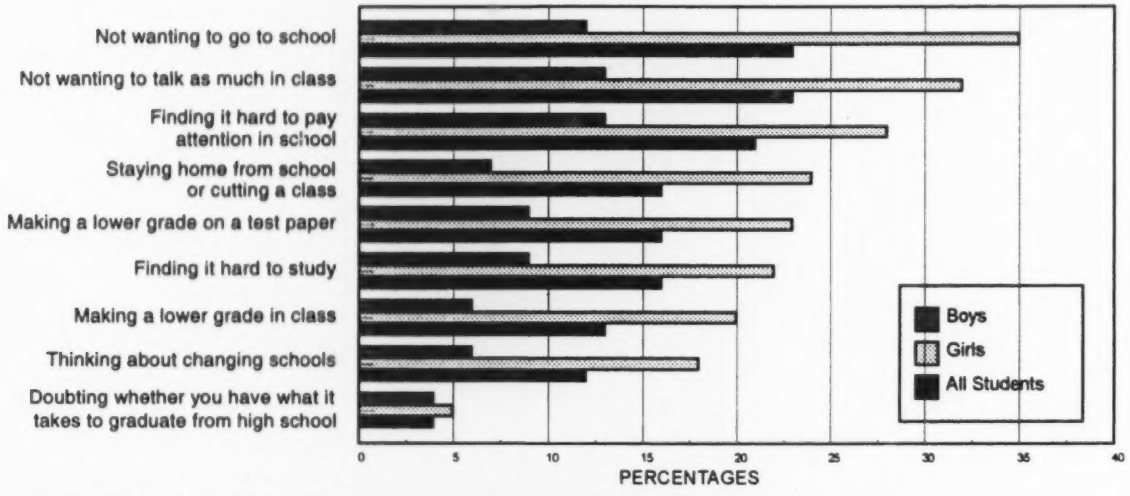
D. Why is this happening?_____

_____

Part Two

Sexual harassment affects students in negative ways. A recent study found that unwanted sexual behavior impacts students educationally, emotionally, and behaviorally.

1. Educational Impacts



Base: The 81% of students who report some experience of sexual harassment in school.

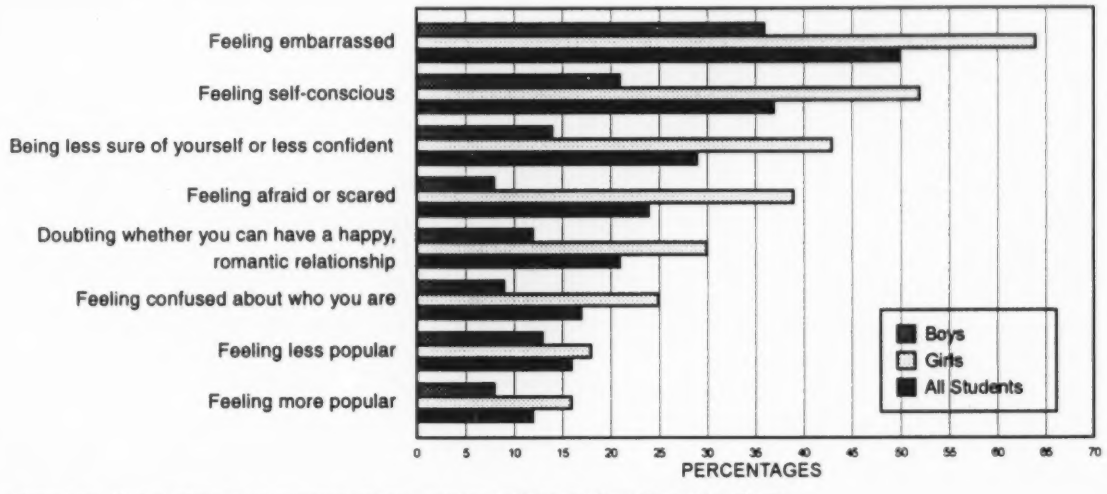
Figure 11.1. The Educational Impact of Sexual Harassment
SOURCE: *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*, a study by the American Association of University Women Educational Foundation.

A. What is the most serious educational impact of sexual harassment?

B. Why, in your opinion, would 21% of the students responding to this survey claim that experiencing sexual harassment made it harder for them to pay attention at school?

C. As you consider all of the impact responses in Figure 11.1, which do you think has the most serious effect on a student's success at school? Why?

2. Emotional Impacts


Feeling embarrassed
Feeling self-conscious
Being less sure of yourself or less confident
Feeling afraid or scared
Doubting whether you can have a happy, romantic relationship
Feeling confused about who you are
Feeling less popular
Feeling more popular
Boys
Girls
All Students
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70
PERCENTAGES

Base: The 81% of students who report some experience of sexual harassment in school.

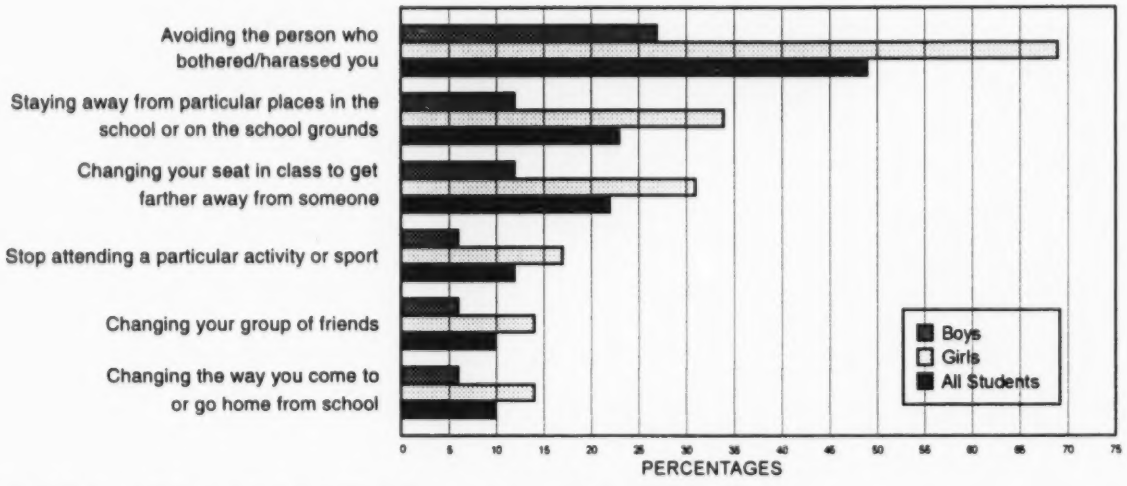
Figure 11.2. The Emotional Impact of Sexual Harassment
SOURCE: *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*, a study by the American Association of University Women Educational Foundation.

A. According to Figure 11.2, how does sexual harassment impact a student's self-esteem? Sense of security?

B. Why would sexual harassment make a victim doubt whether she or he can have a happy, romantic relationship?

C. How would you explain the difference between the percentage of boys and girls who claim to feel embarrassed as a result of unwanted sexual behavior?

3. Behavioral Impacts


Avoiding the person who bothered/harassed you
Staying away from particular places in the school or on the school grounds
Changing your seat in class to get farther away from someone
Stop attending a particular activity or sport
Changing your group of friends
Changing the way you come to or go home from school
Boys
Girls
All Students
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75
PERCENTAGES

Base: The 81% of students who report some experience of sexual harassment in school.

Figure 11.3. The Behavioral Impact of Sexual Harassment
SOURCE: *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*, a study by the American Association of University Women Educational Foundation.

A. Given the behavioral consequences of sexual harassment listed in Figure 11.3, which would be your choice if you were being sexually harassed? Why?

B. How do you explain the large difference between the girls and boys responding to the survey who said they would avoid the person who harassed them?

C. How do the behavioral choices listed in Figure 11.3 support this statement: *Sexual harassment interferes with freedom of choice?*

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Part V: Student Assessment

1. Divide the students into small groups and ask each group to select one of the following topics:
   - Indicators that can alert teens to the possibility of an exploitive dating relationship
   - Acquaintance/date rape prevention strategies
   - Ending an exploitive relationship
   - Addressing sexual harassment

2. Ask students to synthesize and summarize their interpretation of the selected topic by:
   A. Creating a poster, case study, one-act play, short story, song, video, or booklet that could be used for display or presentation
   B. Planning and implementing a schoolwide Sexual Exploitation Awareness Week

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Moving Out Into the World

Student Values, Choices, and Relationships

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One of the most difficult parts of an adolescent's life is learning to understand the myriad issues surrounding the formation of personal relationships. Research shows that a teen with a strong self-image and a solid value system will tend to make wise decisions in this area. Those who are not as fortunate, and whose values and beliefs are based on media stereotypes and unhealthy peer relationships, often make poor and sometimes disastrous choices in their relationships.

Turk and Jacobs have designed this timely workbook specifically to help adolescents improve their self-images and make better choices about friends, values, dating, sex, and other difficult issues. This unique, activity-oriented guide contains tools such as step-by-step lesson plans and reproducible worksheets that encourage open discussion and the sharing of ideas and experiences among teenage students. The 29 interactive lessons are presented in an easy-to-use format and are adaptable to the needs of a variety of classrooms.

The authors have gracefully addressed sensitive yet important topics that are ever-present in the lives of today's teenagers, including conflicts with parents, dating and sexual choices, sexual orientation, date rape, and sexual harassment.

Moving Out Into the World is strongly focused on helping practitioners provide students with a means for self-exploration, the development of personal values, and the nurturing of a strong sense of self-worth. With current reform efforts pushing for greater emphasis on "values" education, Turk and Jacobs have taken an important step in the right direction.

0-8039-6184-7 Paperback

Cover design by Marcia R. Finlayson

CORWIN PRESS, INC.
A Sage Publications Company
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Thousand Oaks, CA 91320-2218
Call: 805-499-9774 Fax: 805-499-0871